AMHERST
COLLEGE

2009-10 CATALOG

Current as of July 23, 2009

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The post office address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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Contents

I MISSION STATEMENT 5
CALENDAR 6
THE CORPORATION 8
FACULTY 10
ADMINISTRATIVE AND PROFESSIONAL OFFICERS 29

II AMHERST COLLEGE 41

III ADMISSION 51
TUITION AND FEES 54
FINANCIAL AID 56

IV GENERAL REGULATIONS 63
DEGREE REQUIREMENTS 71

V COURSES OF INSTRUCTION 81

VI PROFESSORSHIPS AND READERSHIPS 433
LECTURESHIPS 439
HONORS 441
FELLOWSHIPS 443
FELLOWS 447
PRIZES AND AWARDS 456
ENROLLMENT 468

I

MISSION STATEMENT
CALENDAR
THE CORPORATION
FACULTY
ADMINISTRATIVE AND PROFESSIONAL OFFICERS

The Mission of Amherst College

Terras irradient
"Let them give light to the world."
1821

Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.

Amherst brings together the most promising students, whatever their financial need, in order to promote diversity of experience and ideas within a purposefully small residential community. Working with faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts, Amherst undergraduates assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum.

Amherst College is committed to learning through close colloquy and to expanding the realm of knowledge through scholarly research and artistic creation at the highest level. Its graduates link learning with leadership—in service to the College, to their communities, and to the world beyond.

College Calendar

2009

August 30, Sunday. New student orientation begins; first-year residences open.

September 3, Thursday. Residences open for upperclass students at 9 a.m.

September 8, Tuesday. Fall semester classes begin. Monday classes will be held.

September 16, Wednesday. Last day to add/drop courses for fall semester.

October 10-12, Saturday-Monday. Midsemester break.

October 23-25, Friday-Sunday. Homecoming Weekend.

November 2, Monday. Deadline for students to submit spring 2010 withdrawal requests, readmission applications, and off-campus housing applications.

November 3, Tuesday. Last day for first-year students and first-semester transfer students to obtain permission to withdraw from a course without penalty.

November 6-8, Friday-Sunday. Family Weekend.

November 12-18, Thursday-Wednesday. Preregistration for spring semester.

November 21-29, Saturday-Sunday. Thanksgiving vacation.

December 1, Tuesday. Deadline for students to request housing extensions after December 23. (Moore Dormitory will remain open.)

December 15, Tuesday. Last day of fall semester classes.

December 18-22, Friday-Tuesday. Fall semester examination period.

December 23, Wednesday. Residences (except Moore Dormitory) close at 5 p.m.

2010

January 3, Sunday. Residences reopen at 9 a.m.

January 4, Monday. Fall semester grades due. Dining Services resume with breakfast.

January 4-22, Monday-Friday. Interterm.

January 8, Friday. Students leaving campus for spring semester must vacate residences by 5 p.m.

January 15, Friday. Students returning to campus after being away fall semester may access housing at 9 a.m.

January 25, Monday. Spring semester classes begin.

February 3, Wednesday. Last day to add/drop courses for spring semester.

March 13-21, Saturday-Sunday. Spring recess.

March 15, Monday. Deadline for students to submit fall 2010 special program proposals, readmission applications, room draw applications, and fall and full-year study abroad and other leave requests. Deadline for off-campus housing applications for fall semester.

March 26, Friday. Last day for first-year and first-semester transfer students to obtain permission to withdraw from a course without penalty.

April 5-9, Monday-Friday. Preregistration for fall semester 2010.

April 15, Thursday. Deadline for students to submit spring 2011 study abroad and other leave requests.

April 30, Friday. Deadline for students to submit commencement/reunion housing applications, and for upperclass students to apply for financial aid.

May 1, Saturday. Deadline for students to request housing extensions after May 16.

May 7, Friday. Last day of spring semester classes. Deadline for students to submit summer housing applications.

May 10-14, Monday-Friday. Spring semester examination period.

May 15, Saturday. Residences close for non-graduating students at 5 p.m.

May 17, Monday. Senior grades due, 9 a.m.

May 19, Wednesday. Underclass grades due.

May 23, Sunday. Commencement. Residences close for seniors at 5 p.m.

The calendar is available online at www.amherst.edu/calendar

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† On leave fall semester 2009-10.
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Odelia Levanovsky, *Access Services Librarian.* B.A. (1982) Adelphi University; M.L.S. (1989) Long Island University.

Benson Lieber, *Dean of Students.* B.A. (1972) Columbia College; M.A. (1974), M.Phil. (1978) Columbia University.

Patricia F. Long, *Associate Director of Human Resources.* B.S. (1979) Westfield State College.

Erin E. Loree, *Technical Services Librarian.* B.S. (1995) Michigan State University; M.LIS. (2002) University of Rhode Island.

John W. Manly, *Director, Systems and Networking.* A.B. (1985) Amherst College.

Marian F. Matheson, *Director of Institutional Research.* B.S. (1980) Juniata College; M.A. (1982) State University of New York at Plattsburgh.

Kathleen F. Mayberry, *Senior Associate Director/Associate Dean of Admission.* B.S. (1977) University of Massachusetts at Amherst; M.A. (1990) Clark University.

Billy T. McBride, *Assistant Athletic Director-Diversity and Inclusion/Senior Coach.* B.S. (1979) Tennessee State University; M.A. (2006) Smith College.

Darien F. S. McFadden, *Psychotherapist, Counseling Center.* B.A. (1988) Colgate University; Ph.D. (1999) University of Pittsburgh.

Edward R. McGlynn, *Physician Assistant-Certified.* B.S. (1994) Hahnemann University.

Denise McGoldrick, *Director of Health Education.* B.A. (1971) Lehman College; M.S. (1977) Hunter College.

Molly Mead, *Director of the Center for Community Engagement.* A.B. (1971) Cornell University; M.B.A. (1979) Simmons College; Ed.D. (1990) University of Massachusetts at Amherst.

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Allyson L. Moore, *Associate Dean of Students/Director of Career Center.* B.A. (1985) Antioch College; M.S. (1987) Columbia University.

Torin Moore, *Assistant Dean of Students and Director of Residential Life.* B.A. (1991), M.Ed. (1997) University of Massachusetts at Amherst.

Megan E. Morey, *Chief Advancement Officer.* B.A. (1989) Ohio Wesleyan University.

Warren H. Morgan, *Director of Student Health Services.* B.S. (1974) University of Massachusetts at Amherst; M.D. (1980) University of Vermont.

Paul R. Murphy, *Legal and Administrative Counsel.* A.B. (1973) Amherst College; J.D. (1976) Yale Law School.

Timothy A. Neale, *Director of Leadership Giving.* A.B. (1970) Amherst College; M.A.T. (1971) Brown University; M.H.S.A. (1980) University of Michigan.

Erik L. Nedeau, *Coach, Physical Education and Athletics.* B.S. (1994) Northeastern University; M.S. (1996) University of Massachusetts at Amherst.

Peter A. Nelson, *Assistant Archivist.* A.B. (1982) Hamilton College; M.A. (1987) Cornell University; M.L.S. (1991) State University of New York at Albany.

George D. Nichols III, *Coach, Physical Education and Athletics.* B.A. (1982) St. Lawrence University.

Stephen M. Nigro, *Comptroller.* B.S. (1990) Westfield State College; CPA (1995).

Diane Norman, *Family Nurse Practitioner, Student Health Services.* B.A. (1978) Vassar College; M.S.N., FNP, B.C. (1985) Pace University.

Christine Paradis, *Senior Coach, Physical Education and Athletics.* B.B.A. (1984) College of William and Mary; M.Ed. (1993) Springfield College.

Thomas H. Parker, *Dean of Admission and Financial Aid.* B.A. (1969) Williams College; M.A.T. (1973) Harvard University.

Gail Kern Paster, *Director of Folger Shakespeare Library.* B.A. (1966) Smith College; M.Phil. (1970), Ph.D. (1972) Yale University.

J. Scott Payne, *Director of Academic Technology Services.* B.A. (1988) Western Washington University; M.A. (1993) University of Arizona; Ph.D. (2000) Washington State University.

George W. Phillips, *Psychologist, Psychotherapist, Counseling Center.* B.A. (1972) University of Pennsylvania; Psy.D. (1995) Massachusetts School of Professional Psychology.

Robyn L. Piggott, *Special Assistant to the President.* A.B. (1990) Mount Holyoke College; M.A. (1991), M.Phil. (2000) University of Sheffield.

Susan Pikor, *Executive Assistant to the President/Secretary of the Board of Trustees.* A.B. (1965) Emmanuel College.

John A. Pistel, *Senior Development Officer for Principal Gifts.* A.B. (1969) Amherst College; M.A. (1973) Fairfield University.

James J. Plumer, *Coach, Physical Education and Athletics.* B.A. (1983) Colby College.

Mary J. Ramsay, *Associate Director of Foundation and Corporate Relations.* B.A. (1976) Pennsylvania State University; M.A. (1979) University of Pittsburgh.

Nancy K. Ratner, *Assistant Dean of Admission/Researcher for Academic Projects, Dean of Faculty's Office.* B.A. (1970) University of Rochester; M.Ed. (1975) Harvard University.

Darren J. Reaume, *Assistant Dean of Admission/Assistant to the Dean of Financial Aid for Outreach.* A.B. (2002) Amherst College.

Maria Rello, *Associate Director of Sports Medicine.* B.S. (1989), M.S. (1994) University of Massachusetts at Amherst.

Sandra M. Riley, *Assistant Director of Alumni and Parent Programs.*

Peter H. Robson, *Senior Coach, Physical Education and Athletics.* B.A. (1981) Trent University, Ontario.

Peter Rooney, *Director of Public Affairs.* B.A. (1987), M.A. (1995) University of Illinois at Urbana-Champaign.

Eva Rosenn, *Director of the Parents' Fund.* A.B. (1983) Amherst College; Ph.D. (1992) Columbia University.

Pamela J. Russell, *Andrew W. Mellon Coordinator of College Programs, Mead Art Museum.* A.B. (1976) Yale University; Ph.D. (1986) University of Pennsylvania.

Melanie N. Sage, *Director of Associations and Regional Programs, Alumni and Parent Programs.* B.A. (1995) William Smith College.

Peter Schilling, *Director of Information Technology.* B.A. (1986) Georgetown University; Ph.D. (1994) Columbia University.

Robert S. Schur, Jr., *Senior Development Officer.* A.B. (1998) Amherst College; M.Ed. (2002) University of Massachusetts at Amherst.

Diana C. Scriver, *Director of Donor Relations.* B.S. (1983) University of Massachusetts at Amherst.

Justin Serpone, *Coach, Physical Education and Athletics.* B.A. (2001) Drew University.

Peter J. Shea, *Treasurer.* B.B.A. (1974), M.B.A. (1979) University of Massachusetts at Amherst.

Erika P. Shelburne, *Senior Development Officer.* B.A. (1990) Hollins College.

Susan M. Sheridan, *Head of Technical Services, Library.* B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.

Joy P. St. John, *Associate Dean of Admission.* B.A. (1992) Stanford University; J.D. (1997) University of California at Los Angeles.

Margaret A. Stancer, *Director of Desktop Computing Services.* B.A. (1970) University of California at Riverside.

Hollie G. Stephens, *Senior Development Officer.* B.A. (1968) Queens College; M.A. (1973) New York University.

Lisa C. Stoffer, *Director of Foundation and Corporate Relations.* A.B. (1987) Haverford College; A.M. (1990) University of Michigan at Ann Arbor.

Charles G. Thompson, *Director of Dining Services.* A.O.S. (1977) Culinary Institute of America.

Janet S. Tobin, *Assistant Dean of the Faculty.* B.A. (1982) Bates College; M.A. (1990) University of Massachusetts at Amherst.

Paul M. Trumble, *Head of Serials, Library.* B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

Frances E. Tuleja, *Associate Dean of Students.* B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania; J.D. (2006) Western New England College.

Jane H. Wald, *Executive Director of the Emily Dickinson Museum.* A.B. (1980) Bryn Mawr College; M.A. (1987) Princeton University.

Traci A. Wolfe, *Director of Advancement Communications.* B.A. (1991) Williams College.

Eric N. Yates, *Senior Development Officer.* B.A. (1993) DePaul University.

Stanley M. Zieja, *Director of Sports Medicine.* B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

Cate Granger Zolkos, *Associate Dean of Admission.* B.A. (1983) Middlebury College; M.Ed. (2008) University of Massachusetts at Amherst.

RELIGIOUS ADVISORS

The Rev. Dr. Paul V. Sorrentino, D.Min., *Director of Religious Life and Advisor to the Christian Fellowship and the Multifaith Council.*
Mohammed Abdelaal, B.Arch., *Chaplain of the Hampshire Mosque and Muslim Adjunct Advisor.*
The Rev. Dr. Leon T. Burrows, D.Min., *Protestant Religious Advisor and Advisor to the H.T. Gardner Bi-Semester Christian Worship Series.*
Elizabeth E. Carr, Ph.D., *Catholic Religious Advisor.*
The Rev. Dr. Deene D. Clark, D.Min., *Protestant Religious Advisor, Emeritus.*
The Rev. Dr. Thomas Edward Fisher, D.Min., *Presbyterian Adjunct Advisor.*
Hermenia T. Gardner, M.S., H.T. *Gardner Bi-Semester Christian Worship Advisor, Emerita.*
Mark Hart, Ph.D., *Buddhist Adjunct Advisor.*
The Rev. Alfred L. Johnson, Sr., M.Div., *Adjunct Advisor and Pastor to the Goodwin Memorial AME Zion Church.*
Rabbi Yechiael Lander, M.A., *Jewish Religious Advisor, Emeritus.*
Matthew Mascioli, A.B., *Adjunct Advisor to the Christian Fellowship.*
Matthew Raptis, M.A., *Amherst Koinonia Church Advisor.*
Rabbi Bruce Bromberg Seltzer, M.A., *Jewish Religious Advisor.*

GRADUATE FELLOWS

Ashley Armato, A.B., *Mayo-Smith Senior Admission Fellow.*
Ahmmad A. Brown, A.B., *Eugene S. Wilson Senior Admission Fellow.*
Michael B. Donovan, A.B., *Writing Fellow.*
Katherine D. Duke, A.B., *Assistant to the Director of Public Affairs on the Ives Washburn Grant.*
Kwadwo A. Eck, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*
Christopher M. Fitzpatrick, A.B., *Edward Hitchcock Fellow in Physical Education.*
James A. Laff, A.B., *Associate in Music.*
Marcella M, McClatchey, A.B., *Student Life Fellow.*
Scott M. Smith, A.B., *Associate in Music.*
Benjamin J. Vincent, A.B., *Quantitative Fellow.*

FIVE COLLEGES INCORPORATED

Neal Abraham, Ph.D., *Executive Director.*
Sue Dickman, M.F.A., *Staff Assistant.*
Nancy Goff, M.S., *Director, Program Planning and Development.*
Marie Hess, M.S., *Treasurer/Business Manager.*
Kevin S. Kennedy, B.A., *Director, Information and Publications.*
Nathan A. Therien, Ph.D., *Director, Academic Programs.*
Sue Thrasher, Ed.D., *Coordinator, Five College Partnership Program.*

II

AMHERST COLLEGE

Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,650 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduating class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 167 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from a few courses of two students to several lecture courses of more than 100 students; more than 80 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: libraries with more than 1,000,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theaters, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural history, a music center and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, media center, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

Amherst College is pleased to provide the following information regarding our institution's graduation rates in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation status of students who enrolled during the 2002-03 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2002, 409 first-time, full-time, degree-seeking undergraduate students entered Amherst College. As of August 31, 2007, 95% of those students had graduated from our institution.

Questions related to this report should be directed to: Kathleen Goff, Registrar, Amherst College, Box 5000, Amherst, MA 01002-5000.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 77 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is available online to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 402-420.

AIR FORCE RESERVE OFFICERS TRAINING CORPS

Amherst College offers interested students the opportunity to pursue a commission as a Second Lieutenant in the United States Air Force through an affiliation with the USAF ROTC Detachment 370 at University of Massachusetts—Amherst, located less than two miles from the Amherst College campus. The program combines traditional classroom instruction, hands-on leadership training and physical fitness training. Amherst College students do not receive degree credit for participation in the courses. For underclass students the combined mandatory requirements are five hours per week and six hours per week for upperclass students. Scholarship funding is available on a competitive basis for qualified applicants and "express" scholarship funding is available for qualified applicants in specific majors. Interested Amherst College students should explore the ROTC experience by seeking more information below:

Phone: 413-545-2437/2451
Email: afrotc@acad.umass.edu
Websites: http://www.umass.edu/afrotc/

ARMY RESERVE OFFICERS TRAINING CORPS

Amherst College offers the opportunity to train to become an officer in the United States Army through the Department of Military Leadership at the University of Massachusetts. The Military Leadership curriculum provides leadership and management training experience and is open to any Amherst College student who wishes to participate. Amherst students do not receive degree credit for participation in the courses. While all students receive the same experience in using Army equipment, uniforms and training techniques, those students desiring a commission have scholarship opportunities available to them. Army ROTC scholarships are offered for periods of four, three and two years and are awarded on a merit basis to the most outstanding applicants. Interested students should call 413-545-2321 or 5364 for more information.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 000.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, and Wheaton Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Associate Dean of Students Frances Tuleja.

The Williams College—Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and 15 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary society. The program carries credit equivalent to a full academic year's course work. About 50 students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professor Samuel C. Morse.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen University. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools, an elementary school, and a kindergarten, with a total enrollment of approximately 32,000 on six different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Professor Masanori Morita is acting as our Amherst representative. Professor Samuel Morse is our Doshisha representative at Amherst College.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by Amherst College and 15 American liberal arts colleges, hosts American undergraduates for a year of study in Kyoto and awards fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University. A student exchange begun in 2009 permits up to two Amherst students to spend the fall semester at Doshisha. Two students are also eligible to attend the Japanese language summer program at Doshisha as well.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the nine Faculties (Theology, Letters, Law, Economics, Commerce, Engineering, Sociology, Policy Studies, Culture and Information Science) to spend up to a year's leave at Amherst.

The Folger Shakespeare Library

The FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English-language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, musical instruments, musical scores, and artifacts from the Renaissance and theater history.

In keeping with its founders' intentions, the Folger Shakespeare Library is an educational and cultural center, with a mission inspired by its world-class collection "to advance understanding and appreciation of Shakespeare's writing and of the culture of early modern Europe." The Folger is an internationally recognized research library offering advanced scholarly programs in the humanities; an innovator in the preservation of rare materials; a national leader in how Shakespeare is taught in grades K-12; and an award-winning producer of cultural and arts programs—theater, music, readings, exhibitions, lectures, and family programs. Its commitment to learning extends to the seminars of the Folger Institute, a consortium of 40 universities and colleges—including Amherst, for whom the Folger offers special undergraduate research opportunities—and a wide array of publications, including *Shakespeare Quarterly*, a scholarly journal produced in cooperation with The George Washington University, the award-winning *Folger Magazine* for general audiences, and the Folger Shakespeare Library editions, the top-selling imprint of Shakespeare's works in the United States.

Located one block from the U.S. Capitol, next to the Library of Congress, the Folger Shakespeare Library is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble facade is an Elizabethan interior with vaulted ornamental plaster ceilings, richly paneled walls, terracotta and tile floors, and windows of leaded and stained glass. Its reading room is modeled after a Tudor banquet hall; the Great Hall suggests a Tudor-style gallery, and its theater is designed after the Elizabethan innyard playhouses so popular in Shakespeare's time. The Folger welcomes more than 200,000 visitors each year, and millions more visit its informative website at www.folger.edu.

FOLGER LIBRARY OFFICERS

Gail Kern Paster, Ph. D., *Director*
Stephen Enniss, Ph.D., *Eric Weinmann Librarian*
David Schalkwyk, Ph.D., *Director of Academic Programs*
Janet Alexander Griffin, M.A., *Director of Public Programs and Artistic Producer*
Melody P. Fetske, C.P.A., *Director of Finance and Administration*
Beverly C. With, *Director of Development*
Robert G. Young, *Director of Education*
Paul T. Ruxin, *Chair, Board of Governors*

III

ADMISSION

TUITION AND FEES

FINANCIAL AID

Admission

Amherst College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of our curriculum. We seek qualified applicants from different races, classes and ethnic groups—students whose several perspectives might contribute significantly to a process of mutual education within and beyond the curriculum.

We aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline and imagination that will allow them most fully to benefit from the curriculum and contribute to the life of the college and society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

THE ADMISSION PROCESS

We take great care to give every application a thorough review. Each application is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to a student's:

- secondary school (or college) transcript;
- standardized tests: the SAT and two SAT subject exams or simply the ACT (with writing);
- teacher and counselor recommendations;
- quality of writing as demonstrated in essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to the academic transcript. The rigor of the courses taken, the quality of grades and the consistency with which a student has worked over four years give us the clearest indication of how well a student will do at Amherst. Standardized tests also play an important role in helping us evaluate a student in comparison to students taught in very different secondary schools. Recommendations, the quality of a student's writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

While no precise list of secondary school courses is required for entrance, we strongly recommend the following as minimal preparation for a liberal arts education at Amherst, with the understanding that content and availability will vary from school to school and that most successful applicants will have taken a course of study well beyond this minimum: English—four years; Mathematics—through pre-calculus; three or four years of one Foreign Language; two years of History and Social Science; at least three years of Natural Science, including one year of Laboratory Science.

FIRST-YEAR APPLICANTS

Applying. We require first-year applicants to submit the Common Application and the Amherst College Common Application Supplement by the appropriate application deadline. Applicants may mail in their applications or submit their applications electronically. If an applicant chooses to mail in an application, we ask that the applicant postmark a $60 processing fee or fee-waiver request by the chosen application deadline. At that date, applicants should also postmark the Common Application, the Amherst Common Application Supplement, and all supporting materials. These forms may be downloaded from the Office of Admission website (www.amherst.edu/admission).

Regular Decision. More than 90 percent of our applicants choose the Regular Decision option. A student must submit the application by January 1 and will receive our application decision by early April. If admitted, a student will need to reply to our offer by May 1.

Early Decision. About 10 percent of Amherst applicants choose our binding Early Decision (ED) program. This is a good option only for those who have decided early in the college search process that Amherst is their clear first choice. As an Early Decision applicant, a student agrees not to be an ED candidate at any other college. The student also agrees, if admitted, to withdraw Regular Decision applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications are due at the Admission Office by November 15, and we mail our application decisions by December 15.

IB, AP and College Courses. If a student has taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of academic accomplishment and preparation. In addition, some Amherst departments will allow a student to forego introductory-level courses in areas in which rigorous work has already been done. However, we do not accept such courses for credit or advanced standing.

Deferred Admission. An admitted first-year student may, with the permission of the Director of Admission, defer matriculation for a year without reapplying. The student should confirm his or her intent to enroll at Amherst by submitting the matriculation form and required deposit along with a written request for the deferral by May 1. Deferred students wishing to receive credit for academic work completed during the year between high school and their enrollment at Amherst will need to reapply for entrance to the College as transfers.

TRANSFER APPLICANTS

A student is eligible for transfer admission to Amherst if a minimum of 30 semester hours of credit transferable to Amherst College have been completed as a full-time student at a college or university. We do not accept applications from individuals who have already earned an undergraduate degree. Five College students are not encouraged to transfer to Amherst.

We ask transfer students to submit the Common Application Transfer Application and the Amherst Supplement to the Common Application Transfer Application with a $60 application processing fee. Students may access the online transfer application from the Office of Admission website. Fall transfer applicants must mail the application by March 1 and will receive our response late in May. If admitted, fall transfer students must reply to our offer in early June. Spring transfer applicants must ensure that the application arrives at the Admission Office no later than November 1. An application decision will be mailed in late December. If admitted, spring transfer students must respond to our offer promptly.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, some ten percent of our students are international—seven percent of them non-U.S. citizens and the rest a combination of U.S. dual citizens, U.S. permanent residents, and U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world.

Regardless of citizenship or geographic location, international students should follow the same first-year or transfer application process required of any other student. Please note that Amherst College is "need-blind" for all international applicants in addition to U.S. and Canadian citizens and permanent residents.

If English is not your first language, we ask that you take the Test of English as a Foreign Language (TOEFL) or similar English-proficiency exam, such as the International English Language Testing System (IELTS). This requirement may be waived for students who score above 700 on the Critical Reading section of the SAT, or who have been taught primarily in English for the past four years. If you have been taught primarily in English for a period of less than four years, and are unsure of whether you need to submit an English-proficiency exam, please contact the Office of Admission.

VISITING STUDENTS

A limited number of places are available in the spring semester for full-time visiting students. A student is eligible for visitor status if the student is currently enrolled in college and has completed at least one year of full-time college work. Individuals enrolled as Visiting Students at Amherst as well as Twelve College Exchange Students at Amherst are not eligible for transfer to the college. The Amherst College Visiting Student Application should be submitted by students interested in obtaining visitor status. Applications are available online. It must arrive at the Admission Office no later than December 1. An application decision will then be mailed in late December. If admitted, visiting students must respond to our offer promptly.

For further information please contact:

Office of Admission
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000
413-542-2328
413-542-2040 (fax)
admission@amherst.edu
www.amherst.edu/admission

For sending express mail requiring a street address:

Office of Admission
Amherst College
220 South Pleasant Street
Amherst, MA 01002-5000

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $60 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $400, which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$48,400
Student Activities Fee	$484
Residential Life Fee (not required of off-campus residents)	114
Campus Center Program Fee	80
Student Health Insurance (optional)	$1,212
	$50,290

The first semester bill in the amount of $25,751 is mailed to all students in July and is due and payable on or before August 7, 2009. The second semester bill totaling $24,539 is mailed in December and is due and payable on or before January 8, 2010. All College scholarships, Tuition Management Systems Payment Plan, and any other cash payments received prior to mailing will appear as credits on the bill.

The fee for the support of various activities of the student body for 2009-10 is determined by the Student Allocations Committee. The $484 fee is turned over to the Student Allocations Committee for disbursement to more than 40 student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $114 Residential Life Fee and a $80 Campus Center Program Fee which are used to promote all campus programs.

The charge of $1,212 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period August 15, 2009, through August 15, 2010. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Guarantee Deposit

Each new student, or former student reentering, is charged a $175 fee unless this deposit has previously been paid. Included in the $175 guarantee deposit is a $25 transcript fee, which provides all students the opportunity to receive transcripts upon request with no additional charge. This part of the fee is a non-refundable charge. The $150 balance of this deposit is refundable after a student graduates or otherwise leaves the college, less any unpaid charges on his/her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for pre-payment plans, including insurance for continued payment in case of death or disability of the parent. For further details contact Tuition Management Systems at www.afford.com.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in the past. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 61.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Fall semester		
Prior to September 8		$19,125
September 9-18	90%	17,213
September 19-27	50%	9,563
September 28 to October 24	25%	4,781
October 25 or later		no refund
Spring semester		
Prior to January 25		$19,125
January 26-February 5	90%	17,213
February 6-14	50%	9,563
February 15-March 13	25%	4,781
March 14 or later		no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 2009, the comprehensive charge for tuition, room and board will be $48,400, and yet the education of each student costs the College more than $87,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. In addition, each year the alumni of the College through the Annual Fund contribute a substantial sum for financial aid purposes. Without this support, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Academic Competitiveness Grant, National SMART (Science and Mathematics Access to Retain Talent) Grant, Supplemental Educational Opportunity Grant, Direct Stafford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program that includes scholarship grants and student employment. More than one-half of the students receive need-based financial aid. Students and their parents may also borrow educational loans.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses an amount that they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books, personal expenses, and transportation. The family contribution is computed in accordance with the need analysis procedures of The College Board and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are usually a combination of scholarship grant and student employment opportunities. After allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), the first $1,800 of an applicant's demonstrated need will typically be met with a college-year employment opportunity. A student may expect to receive scholarship and grant aid to cover remaining financial need.

Outside scholarship awards and tuition benefits from parents' employers will be used first to reduce the college-year employment portion of a financial aid award. Any excess outside aid may reduce the Amherst scholarship amount, in accordance with the recipient's financial need.

Students have no loan included in their financial aid awards. Students with financial need may borrow long-term, low-interest, subsidized student loans to replace a shortfall in summer savings, to substitute for student employment in a financial aid award, or to purchase a personal computer. Unsubsidized student loans are available to students without financial need or to replace a portion of the expected family contribution.

APPLYING FOR FINANCIAL AID

To apply for financial aid from Amherst College, a candidate should submit the documents indicated below by the appropriate dates, as noted.

Students who are citizens or permanent residents of the United States or whose parents reside in the United States:

- *CSS/Financial Aid PROFILE.* Complete this form online at https://profileonline.collegeboard.com. The Amherst College code for the PROFILE is 3003.

  Early Decision: November 1
  Regular Decision: February 15
  Fall Transfer: March 15
  Spring Transfer: November 1

- *Noncustodial PROFILE (NCP), as appropriate.* If the student's parents are separated or divorced, the noncustodial parent should file The College Board's Noncustodial PROFILE after the student and the custodial parent have filed the CSS/Financial Aid PROFILE. Information about the NCP will be sent to the student by The College Board soon after the PROFILE has been filed.

- *Parents' and student's federal income tax returns and wage statements.* Signed copies of tax returns and copies of W-2 forms for 2009 should be submitted through The College Board's Institutional Documentation (IDOC) service. Students who file a CSS/Financial Aid PROFILE will receive information about submitting documents in early February. Students who apply for Early Decision admission and Regular Decision candidates whose family's income tax forms are not available by March 10, should submit copies of the prior year's tax returns and income documentation directly to the Office of Financial Aid. When the current documents are available, they should be submitted through the IDOC service.

  Early Decision: November 15
  Regular Decision: March 10
  Fall Transfer: April 10
  Spring Transfer: November 1

- *Free Application for Federal Student Aid (FAFSA)—for U.S. citizens and permanent residents only.* Complete the FAFSA online at www.fafsa.ed.gov. A paper version of the FAFSA form may also be available from secondary school counselors. The FAFSA should not be submitted until after January 1. The Amherst College code for the FAFSA is 002115.

Students who are citizens or permanent residents of Canada or whose parents reside in Canada:

- *CSS/Financial Aid* PROFILE. Complete the PROFILE by the dates indicated above for students in the United States.
- *Noncustodial* PROFILE *(NCP)*. If the student's parents are separated or divorced, the noncustodial parent should complete the NCP, as noted above for students in the United States.
- *Parents' and student's federal and provincial income tax returns and wage statements.* Submit signed copies of tax returns and copies of T-4 forms for 2009 directly to the Office of Financial Aid. Students who apply for Early Decision admission and Regular Decision candidates whose family's income tax returns are not available by March 10, should submit copies of the prior year's tax returns and income documentation. Current documents should be submitted when they become available.

Other international students (whose parents do not reside in the United States or Canada):

- *CSS/Financial Aid* PROFILE. Complete the PROFILE by the dates indicated above for students in the United States.
- *Noncustodial* PROFILE *(NCP)*. If the student's parents are separated or divorced, the noncustodial parent should complete the NCP, as noted above for students in the United States.
- *Parents' and student's income tax returns and income documentation.* Submit copies of your and your parents' most recent income tax return(s) and/or other documentation of income directly to the Office of Financial Aid.

  Early Decision: November 1
  Regular Education: February 15
  Fall Transfer: March 15
  Spring Transfer: November 1

Transfer Applicants. Transfer applicants are treated identically to first-year applicants, with admission decisions made on a need-blind basis and financial need met in full.

International Applicants. Amherst College offers financial aid to international students based on financial need. Admission of international students does not take into consideration a candidate's need for financial aid.

Early Decision. Early Decision applicants who submit their financial aid application materials on time will receive a preliminary financial aid award soon after getting a letter of admission. This award will be confirmed later, after the cost of attendance for the coming year has been set and after income is confirmed on the basis of the student's and student's parents' income tax returns. A student who wants to compare financial aid packages from several colleges should apply as a Regular Decision applicant.

Renewal of Financial Aid. Students in the upper classes who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 25. Renewal forms may be printed from the financial aid website, www.amherst.edu/offices/financialaid, and should be returned directly to the Office of Financial Aid. Students will receive notification of their financial aid awards in June.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students who are otherwise receiving grant assistance from the College. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A brochure with a more detailed description of the financial aid program is available upon request from the Admission Office. Additional information is also available from the College's website at www.amherst.edu/offices/financialaid. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Amherst College, B-5 Converse Hall, P.O. Box 5000, Amherst, MA 01002-5000 or finaid@amherst.edu.

IV

GENERAL REGULATIONS

DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

THE COLLEGE year 2009-10 includes two regular semesters, the first with 13 weeks and the second with 14 weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the winter recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements, which together comprise the Amherst College Honor Code. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person that do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

> Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook*. The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook*.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Passing Grades = A+, A, A–, B+, B, B–, C+, C, C–, D, Pass
Failing Grade = F

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A– = 12; B+ = 11, B = 10, B– = 9; C+ = 8, C = 7, C– = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the 32 courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within 9 days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. First-year students, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Career Center and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the junior year, although sophomore year educational leaves are permitted. It is expected that students will spend their senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See Transfer Policy statement.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 15. Students who may be away from campus for the spring term should notify their dean and advisor before April 15 of the previous year. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 55 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans as early as possible, but before March 15. For students planning to return for the spring semester, the letters should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 78 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 72.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.

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*See Degree Requirements.

d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First-year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete 32 full semester courses *and* four years (eight semesters) of residence,* except that a student who has dropped a course without penalty during the first year, or who has failed a course during the first or second year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed 31 full courses.

Transfer students must complete 32 full semester courses or their equivalent, at least 16 of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the 32-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. Fifth courses cannot be used to accelerate graduation. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than 31 courses.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least 24 courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal 32-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three- or four-semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 70.)

A student may not add a course to his/her program after the ninth calendar day of the semester, or drop a course after this date except as follows.

First-year students who experience severe academic difficulty may petition the Dean of New Students for permission to drop one course without penalty during their first year. The Dean of New Students, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eight weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of New Students.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1996, the first-year students are required to take a First-Year Seminar. These courses are planned and taught by one or more members of the Faculty as a way to introduce students to liberal studies through a range of innovative and often interdisciplinary approaches. The subject matter of the courses varies, as do the capabilities they seek to encourage. These range from writing, quantitative skills, scientific reasoning, oral presentation, and argumentation, to performing, creating and contemplative learning. All seminar instructors share the goal of helping students develop an analytic approach to the course material.

Through these classes, first-year students are exposed to the diversity of learning that takes place at the College. Small groups of students work closely with professors in a collaborative atmosphere and immerse themselves deeply in the course's particular subject matter. Typically, informed discussion is a major component of a first-year seminar. The courses offered for 2009-10 are described on pages 81–89.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the first or second year and must be declared by the end of the second year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Academic Standing and Special Majors. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Academic Standing and Special Majors, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

DEGREE WITH HONORS

The requirements for graduation with a degree with honors are as follows:

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Latin Honors are awarded to students completing a thesis within their major department or program. English honors are awarded to students solely on the basis of performance in course work. The awarding of both Latin and English honors will be made by the Faculty of the College, and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

Latin Honors

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *summa* based on a thesis or comparable work from a department or program in which they have majored. In addition, the theses of

candidates for the degree *summa cum laude* will be reviewed by the Committee of Six, who will transmit its recommendation to the Faculty. Candidates will also have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *magna* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *magna* quality.

3. Candidates eligible for the degree *cum laude* must have received a recommendation of *cum* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *cum* quality.

Distinction

Candidates eligible for a degree with Distinction must have an overall grade point average in the top 25% of their class.

INDEPENDENT SCHOLAR PROGRAM

A limited number of students who elect to do so may participate in an Independent Scholar Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Academic Standing and Special Majors, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Academic Standing and Special Majors after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four-and-one-half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

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COURSES OF INSTRUCTION

The most up-to-date information about the curriculum is found in the course listings on departmental websites:

https://www.amherst.edu/academiclife/departments

or at:

https://www.amherst.edu/academiclife/registar/ac_catalog

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are followed by D or H.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Student's Class Dean.

FIRST-YEAR SEMINARS: THE LIBERAL STUDIES CURRICULUM

During 2009-10, Faculty members in groups of one or more will teach 26 First-Year Seminars. Every first-year student must take one of these courses during the fall semester. They are open only to Amherst College first-year students.

01. The Value of Nature. Our impact on the environment has been large, and in recent decades the pace of change has clearly accelerated. Many species face extinction, forests are disappearing, and toxic wastes and emissions accumulate. The prospect of a general environmental calamity seems all too real.

This sense of crisis has spurred intense and wide-ranging debate over what our proper relationship to nature should be. This debate will be the focus of the seminar. Among the questions we shall explore will be: What obligations, if any, do we have to non-human animals, to living organisms like trees, to ecosystems as a whole, and to future generations of humans? Do animals have rights we ought to respect? Is nature intrinsically valuable or merely a bundle of utilities for our benefit? Is there even a stable notion of "what is natural" that can be deployed in a workable environmental ethic? We will investigate these and related questions with readings drawn from literature, philosophy, the social sciences and ecology.

Fall semester. Professor Dizard.

02. Genes, Genomes and Society. The sequencing of the human genome ranks as one of the most significant scientific achievements of the last century. How might we ensure that scientific progress is matched by society's ability to use that knowledge for human betterment? Although the scientific ramifications of the genomic revolution are just beginning to be explored, major implications are already apparent in such diverse fields as philosophy, medicine and law. The course will begin with a primer on genetics and molecular biology, but quickly move to consider some of the philosophical, ethical and very practical societal concerns raised by recent genetic discoveries. We will consider such issues as the origin of humans and of human races (and are there such?); the use and potential misuse of DNA fingerprinting by governmental agencies; whether genetic information should be protected from scrutiny by insurance companies or employers; the ability of parents to screen potential offspring for a range of diseases; the creation of genetically altered plants and animals; and human gene therapy.

Fall semester. Professors Goutte, O'Hara, and Ratner.

03. Evolution and Intellectual Revolution. The centerpiece of this course is Darwin and his book *On the Origin of Species*. Like all revolutionary ideas, Darwin's theory did not appear out of nowhere and did not settle matters once and for all; therefore the course will explore the scientific context in which this work appeared and Darwin's own intellectual background. It will then consider the great book itself to see what exactly Darwin had to say and how he went about saying it. Pigeons will come up. Then extracts from the writings from Darwin's contemporaries will be used to look at the scientific, social, and theological responses to Darwin's theory. Finally, a few of the major issues that still reverberate today will be considered.

Fall semester. Professor Williamson.

04. The Rule of Law. All political systems must operate according to the "rule of law" if they are to be deemed legitimate. This statement has assumed the quality of a truism: we hear it repeated by the President of the United States, the Secretary-General of the United Nations, and the President of the International Criminal Court. At the same time, though, that everyone seems to agree that the "rule of law" is a good thing, no one seems able to say for sure what the "rule of law" is. What, then, do we mean by the "rule of law"? What does it mean to speak of government limited by law? What are these limits, where do they come from, and how are they enforced? What role does the "rule of law" play in legitimating structures of governance? Does the "rule of law" imply any particular relationship between legality and morality? We will hazard answers to these questions through a close reading of works of theorists such as John Locke, Thomas Hobbes, H.L.A. Hart and Lon Fuller. In addition, we will examine the arguments of these theorists as they help us think through pressing legal challenges of our age, such as defining the limits of executive power in the "war against terror."

Fall semester. Professor Douglas.

05. Drugs in History. This course examines the changing ways that human beings have used psychoactive drugs and societies have controlled that use. After examining drug use in historical and cross-cultural perspectives and studying the physiological and psychological effects of different drugs, we look at the ways in which contemporary societies both encourage and repress drug use.

We address the drug war, the disease model of drug addiction, the proliferation of prescription drugs, the images of drug use in popular culture, America's complicated history of alcohol control, and international drug trafficking and its implications for American foreign policy. Readings include Huxley's *Brave New World*, Kramer's *Listening to Prozac* and Bromell's *Tomorrow Never Knows*; films include *Drugstore Cowboy* and *Traffic*.

Fall semester. Professors Couvares and Hunt.

06. From Martin Luther King, Jr., to Barack Obama. The election of Barack Obama has raised many questions, among them these: How much and in what ways has the place of race in American public life changed since the civil rights movement of the 1950s and 1960s? Did the 2008 presidential campaign show how far we have come in escaping old racial loyalties and animosities or did it make clear how much they endure? How and to what extent has the Obama presidency carried forward the legacy of the civil rights movement in general and Martin Luther King, Jr., in particular. In what ways are issues of race entangled with those of religion in the United States—and how much has this changed in the last fifty years? What was the role of the black churches in the civil rights movement and what is the political role of those churches today? How has the place of Islam in African American religious life—and in American religious life generally—changed since the mid-twentieth century and what difference does that make for American politics? What is the relation, both past and present, between political activism tied to African American religious groups and the political mobilization of such other religious groups as evangelical Protestants? What is the relation between grassroots protest movements and electoral politics in effecting social change in the United States? How do the media shape the ways in which both race and religion appear—and disappear—in American public life?

In exploring these questions, this course will take as its point of departure a comparison of the public careers of Martin Luther King, Jr., and Barack Obama. We will examine their life histories, the development of their political and religious ideas, and their rhetorical strategies as writers and speakers. We will investigate the ways in which each—as any African American leader must do—positions himself both within black America and within American public life generally. We will note their relations to black allies and rivals and the strategies of each in forming wider coalitions—and the connection of these coalitions to electoral politics. The course will also attempt to place both King and Obama in a wider historical context, in part by examining some of the major trends and landmark events occurring in the period between King's assassination and Obama's election, e.g., the establishing of the King national holiday and the presidential campaigns of Jesse Jackson.

Fall semester. Professor Wills.

07. Romanticism and the Enlightenment. The late eighteenth century is often characterized as the Age of Enlightenment, a time when educated men and women were confident that human reason was sufficient to understand the laws of nature, to improve society's institutions, and to produce works of the imagination surpassing those of previous generations (and rivaling those of classical antiquity). The early nineteenth century brought a distrust of rationality (the Head) and an affirmation of the importance of human emotion (the Heart). "Romanticism and the Enlightenment" will test these broad generalizations by reading, looking at, and listening to some representative verbal, visual, and musical texts. Among the texts are paired and opposed works by Samuel Johnson, John Keats, Jane Austen, Emily Brontë, Wolfgang Amadeus Mozart, Franz Schubert, Jacques Louis David, and Eugène Delacroix. In dealing with these and other diverse texts, no special skills are required.

Fall semester. Professors Brandes, Greenstein, and Guttmann.

08. War. This seminar investigates war from prehistory to the present, spending much of the time on the period since 1700 and paying special attention to the consequences of twentieth-century warfare. Topics to be examined include: the transformative impact of technology (e.g., more efficient guns, new surveillance capabilities, air power, and weapons of mass destruction) on military tactics and strategy as well as on the concept of a "just war" and human rights (particularly the problem of war crimes and of non-combatant fatalities); the relationship of international law to war; the problem of representing and remembering wars past; women and gender in the context of war; war in an era of globalization; war and genocide; and the war on terrorism. Our scope will be global and a range of conflicts will be considered, if not exhaustively covered. We will draw on a diverse array of sources, including social and military history, literature, movies, war memoirs and international human rights *reportage.*

Fall semester. Professors Servos and K. Sweeney.

09. Slavery and the American Imagination. This interdisciplinary seminar explores how Americans have imagined slavery over time. Drawing from works of history, fiction, and film, this course examines depictions of the "peculiar institution" to uncover connections between America's racial past and its racial present. Specific discussion topics include the origins of American slavery; the slave narrative; the emergence of radical abolitionism and pro-slavery ideology; the invention of the South; the politics of slavery in the Civil Rights era; the "discovery" of slave society; the "Roots" of black power; agency and resistance; slavery in contemporary fiction; and slavery and autobiography. Weekly readings will span a wide array of primary sources including poetry, short essays, novels, and slave narratives. There will also be occasional film screenings.

Fall semester. Professor Moss.

10. Exile in Spain and Latin America. "Exile" is both a person who is forced to leave his or her native country and a state of exclusion—both an individual and an experience. In this course, our study of exile will encompass the individual writers, artists and thinkers who were exiled from their homelands as well as the reasons, confusions and consequences that the experience of exile produces. We will trace poets such as Cristina Peri Rossi, the authors Jorge Semprún and Gabriel García Márquez, works of art like Pablo Picasso's *Guernica,* and films such as Luís Buñuel's *Viridiana,* among other examples, as they enter into states of exile and self-consciously examine their own limbo between two countries. Many of these individuals and works of art left Spain or Latin America because of their political opposition to the ruling regime; we will delve into the historical, political and cultural backgrounds that resulted in their exile. In addition, we will linger over the larger questions exile raises: Can the exile ever return home? Are the children of exiles also exiles? Can we generalize about the exile experience?

Fall semester. Professor Brenneis.

11. Decisions and Uncertainty. This course will explore the processes individuals and institutions use to make decisions. Particular emphasis will be given to the role that uncertainty plays in these decisions. The mathematics of probability provides a framework that allows us to understand better the nature of uncertainty. We shall observe how we use probability implicitly and explicitly in our everyday lives. Through case studies of political, economic and social issues in such areas as law, medicine and regulation, the usefulness of probability in making decisions will be demonstrated. The course explores, through common sense approaches, how probability helps us understand today's complex and uncertain world.

Fall semester. Professor Westhoff.

12. Friendship. An inquiry into the nature of friendship from historical, literary and philosophical perspectives. What are and what have been the relations between friendship and love, friendship and marriage, friendship and erotic life, friendship and age? How do men's and women's conceptions and experiences of friendship differ? Readings will be drawn from the following: *The Epic of Gilgamesh;* Plato's *Symposium* and *Phaedrus;* selections from the *Bible* and Aristotle's *Nicomachean Ethics;* essays by Montaigne, Emerson and C.S. Lewis; Mill's *On the Subjection of Women;* Whitman's poetry; Jewett's *The Country of the Pointed Firs;* Morrison's *Sula;* Truffaut's *Jules and Jim* and Herzog's *My Best Fiend.*

Fall semester. Professor Emeritus Townsend.

13. Gender and Science. What can science tell us about gender? Can we depend on empirical research focused on the biological bases of gender to give us the truth about what is male or female, masculine or feminine?

We will look first at gender stereotypes—beliefs about the characteristics, abilities, traits, and behaviors that distinguish women and men—and explore how these beliefs differ by race and class and culture. We will then compare theories and data from the natural and social sciences that describe and explain gender differences and similarities. We will encounter arguments that sex differences are large, that they are small if they occur at all, that they are fixed and stable properties of individuals, and that they vary by situation and context. We will attempt to make sense of these conflicting contentions by looking closely at the nature of the evidence, by considering the political and social contexts in which gender differences and similarities are studied, and by questioning whether the doing of science is itself a gendered activity.

Fall semester. Professor Olver.

14. Autobiographical Acts. A close examination of the art of self-portraiture in words and film with frequent exercises both in critical appreciation and creative practice of a variety of autobiographical forms. The course pays particular attention to the recovery of experienced moments and the formation of an image of the self in texts deliberately selected from different cultures and several centuries. Students will be encouraged to notice the power of the individual creative imagination and the force of cultural influences in the compositions they are reading and writing. Among the authors likely to be assigned will be Rousseau, Franklin, Obama, Wordsworth, Tolstoy, Eudora Welty, Richard Wright, James Baldwin, Maxine Hong Kingston, Elizabeth Bishop, John Updike, and Sandra Cisneros.

Fall semester. Professor Peterson.

15. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to the controversy about former President Clinton's "lying" in the Monica Lewinsky case, from the use of secrecy in today's war against terrorism to the endless spinning of political campaigns, from President John Kennedy's behavior during the Cuban missile crisis to cover-ups concerning pedophile priests in the Catholic church, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of political systems than in others? As we explore those questions we will discuss the place of candor and openness in politics and social life; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in the domains of national security and law enforcement. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example *Mr. Smith Goes to Washington, Primary Colors, Schindler's List* and *The Insider.*

Fall semester. Professor Sarat.

16. History and Memory in Literature and Photography. "The problem is not that people remember through photographs, but that they remember only photographs." Susan Sontag.

In her final book, Susan Sontag warned about the dominant role images play in shaping Americans' memories and sense of history. We will study events such as the Holocaust, Japanese American Relocation, Vietnam, and 9/11, and how both images and literature create narratives of these events for individuals, ethnic groups, and nations. We will look at the conflicts that arise when different perspectives of events enter the public realm and when memory and history are presented for the consumption of the public, whether in the form of a museum exhibit, movie, photograph, or poem.

Fall semester. Professor Hayashi.

17. Leadership, Citizens, and Democracy. The paradox of American democracy, or of any democracy, is that effective self-government requires a perpetual struggle between the people and their leaders. Citizens must be active but wary; governments must be efficient yet accountable. The result is that democracy is frustrating and self-contradictory, even while it is the best, or the least bad system of government. In the world order, America's claim to an international leadership role is also based on a contradiction. The United States is simultaneously a Liberal Democracy and a Great Power, caught inevitably between democratic ideals and the responsibilities and temptations of having so much power.

Fall semester. Professor Tiersky.

18. Science and Music. Appreciating music requires no special scientific or mathematical ability. Yet science and mathematics have a lot to tell us about how we make music and build instruments, what we consider harmonious and how music is processed by the ear and brain. This course will delve into the fundamentals of music theory, perceptual psychology and physics in exploring such topics as scales and tunings, the physical properties of sound, Fourier analysis, organizing principles of musical forms, fundamentals of instrument construction, vocal sound production, and basic electronic music. No background in music or physics is required. Students are expected to be well versed in high-school-level mathematics but no knowledge of calculus will be assumed.

Fall semester. Professors Friedman and Sawyer.

19. Growing up in America. How do race, social class and gender shape the experience of growing up in America? We will begin by examining the life of a contemporary African-American male on his journey from the inner city to an Ivy League university. We then look back historically at some nineteenth-century lives—male and female, black and white, real and fictional—to understand how the transition from an agricultural to an urban industrial society has influenced the experience of coming of age. The remainder of the course will center on coming of age in the twentieth century. Our focus will be on the formation of identity, relationship with parents, courtship, sexuality and the importance of place. In addition to historical, sociological and psychological texts, the class will include fiction by Horatio Alger, Ella Deloria, and James Baldwin.

Fall semester. Professor Clark.

20. Africa: Power and Representation. The right to represent oneself has always been an important piece of symbolic capital and a source of power. External representations of Africa have consistently distorted and misinterpreted the peoples and cultures of the continent. Within Africa, this right—to produce and display particular images—has been inseparable from both secular and sacred power. The discrepancy in interpretation of various images, whether these are in the form of visual objects or in the form of philosophies or concepts, has produced a misunderstanding of African institutions and art. In addition, historically the right to represent and claim one's identity has become increasingly politicized. Control over various representations and images of Africa and things African has become contested. Using an interdisciplinary focus from the fields of art history, history and anthropology, this course will examine representations and interpretations of images of Africa both from within and from outside the continent. Ultimately we will link these with various forms of power and legitimacy to consider the complexity behind the development of an idea of Africa.

Fall semester. Professor Goheen.

21. Christianity and Evolution. The recent and ongoing controversies over 'Intelligent Design' and the teaching of evolution represent the tip of a large and rather interesting iceberg. Christian opposition to evolution is not new, but neither does it represent the universal report of the tradition. In fact, prior to the early twentieth-century emergence of the fundamentalist movement in the United States, attempts to reconcile Christianity and an evolutionary understanding of human beings were prominent among Christian intellectuals. This course will explore the pre-history and history of the relationship between Christianity and theories of evolution. Over the course of the semester we will explore the classical "design argument" for the existence of God, as articulated by William Paley in the early nineteenth century, attempting to understand both the content of the argument and its religious importance; pre-Darwinian attempts to construct a developmental and yet Christianity-friendly understanding of the world; Darwin's theory of evolution and its initially positive reception in Christian circles; the Scopes Trial of 1925 and its historical context; and texts drawn from proponents and opponents of the contemporary Intelligent Design movement. Finally, we will turn briefly to recent attempts to explain religion itself using evolutionary theories.

Fall semester. Professor C. Dole.

22. Strange Russian Writers. We will read tales of rebels, deviants, dissidents, loners and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Odoevsky, Gogol, Dostoevsky, Tolstoy, Saltykov, Sukhovo-Kobylin, Olesha, Babel, Kharms, Platonov, Sinyavsky, Petrushevskaya, Sorokin and Pelevin. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention. The "strangeness" of these texts—their unorthodox uses of character, motivation, plot, and genre—will help attune us to the less visible strategies of more familiar kinds of writing.

Fall semester. Professor Wolfson.

23. Happiness. In the Declaration of Independence, Jefferson breaks with John Locke's emphasis on "life, liberty and property" and instead asserts that the basic rights ("inalienable") of humans are "life, liberty and the pursuit of happiness." In this bold move, Jefferson placed "happiness" at the core of the political and personal concern.

In this seminar, we will examine how we define, measure, and attempt to generate and maintain happiness. Our examination will serve as an introduction to the many methods of inquiry and articulation available at the College. We will read, discuss and write about written texts from philosophy, political science, history, literature, psychology and economics. We will watch, discuss and write about films from different eras that demonstrate examples of "happiness." In addition, we will undertake exercises that will allow students to become mindful of their own well-being and will allow them to have direct experiences of the issues we address. Classes will be held to generate conversations about the texts, films and exercises. There will be frequent, short writing assignments on the materials of the seminar and one relatively long final paper. Thus, students will gain practice in the articulation of their ideas and internal states through speaking, writing and self-awareness.

Fall semester. Professor Barbezat.

24. Bad Science. What is "bad science"? How do you recognize it and why does it occur? For instance, why is philosophy no longer considered science? Is "experimental ethics" an oxymoron? Can we trust current science when so much past science has proved wrong? This course examines incorrect, immoral, corrupt and just plain kooky ideas in the physical sciences. It will touch on history, philosophy, ethics, and politics as they pertain to the scientific endeavor. We start from the gold standard of scientific process, the scientific method, and its relationship to the scientific product, knowledge or truth. We consider why, how, and sometimes if obsolete theories are dethroned. We will attempt to classify disciplines ranging from the straightforward to the murky, from physics to alchemy to xenobiology. We will examine science that crosses into popular culture, producing common knowledge that may contradict expert opinion. The course will focus around specific examples from many sources of bad science. Bad science can arise from fraud, from honest errors, or from conscious or unconscious biases. Science can be co-opted to serve political or religious ends, which may or may not undermine it. Some science is considered "bad" because it has been used or acquired unethically. Pseudoscience adopts the trappings of science to conceal an unscientific agenda. This course is conceived as an introduction to liberal arts studies from the perspective of a working scientist. Through discussion and frequent writing, you will learn to place examples of "bad science" in their larger context and, ultimately, you will decide what credence you wish to attach to scientific truth. As we address these issues, we will find many questions to be unanswerable—yet science marches on.

Fall semester. Professor Darnton.

25. Privacy. Broadly stated, the "right to privacy" can be understood as a "right to be let alone." But that language of rights tends to universalize and decontextualize a concept that has a traceable history and that exists within particular social landscapes. In this seminar we will examine the idea of "privacy" and the values protected by it, exploring how the very idea of the "private" developed and how it has been represented in literature and culture in shifting ways. Drawing upon novels and films, historical studies, philosophical texts, legal cases, and political/cultural debates, we will consider, for example, the relation between privacy and property, the emergence and development of individual self-consciousness, the conflict between sexual privacy and state police powers, and the redefinition of privacy through technology. Who has the privilege of privacy, and how does access to privacy inflect social identity? How and why does law either protect or puncture private spaces in liberal democracies? Given the power and lure of technology in contemporary society, has the idea of privacy been emptied of meaning?

Fall semester. Professor Umphrey.

26. Improvisational Thinking. Much of our work in college is applied to activities that involve large amounts of reworking and editing. But in many endeavors, efforts that are apparently more spontaneous are required. Thinking in improvisational modes requires several special techniques, and yet is done by virtually all of us at times. Improvisation can be used to solve emergency problems or create art at the highest levels. Dictionary definitions of improvisation usually refer to "inventing or reciting without preparation," "executing something offhandedly" or "preparing hastily or without previous preparation." In reality, preparation for successful improvisation is arduous, although editing occurs just before or during the act of execution. We will explore improvisational thinking with the aid of several skilled practitioners of improvisation as guest lecturers and performers. We will ask how improvisational thinking differs from other ways of thinking and how it is similar. We will inquire into the variety of techniques used in improvisation and discuss its relationship to the creative process. Neither improvisation nor creativity is limited to the arts or any other discipline. We will draw from diverse fields including jazz, Indian music, rap, Chinese painting, dance, mime, science, cooking, sports, storytelling, psychotherapy, poetry and stand-up comedy. Class discussion is encouraged and students will have several opportunities to improvise in class and explore their individual interests in improvisation.

Fall semester. Professor Poccia.

AMERICAN STUDIES

Professors Clark (Chair), Couvares, Dizard, Guttmann, Levin, Sánchez-Eppler, Sandweiss*, and K. Sweeney; Associate Professor Ferguson; Assistant Professors Basler and Hayashi; Five College Assistant Professor Reddy.

The core premise of American Studies is disarmingly simple: no discipline or perspective can satisfactorily encompass the diversity and variation that have marked American society and culture from the very beginning. This premise invites majors to craft their own distinctive way of coming to terms with America. Some will favor sociological, historical or economic interpretations; others will be drawn to literary or visual modes of interpretation. However individual majors fashion their courses of study, each major engages with one or more of the department's faculty in an ongoing discussion of what is entailed in the study of American society. This discussion culminates in the choice of a topic for the senior essay. The topic may emerge organically from the courses a major has selected or it may arise out of a passionate engagement with a work of fiction, a curiosity about a historical event, or a desire to understand the persistence of a social problem. Whatever the substantive focus, the senior essay affords majors the opportunity to reflect on what they have learned, refine their analytic and expository skills, and put all this to the test of making sense of some aspect of American society and culture. The diversity of course selections available to majors ensures that they gain a heightened awareness of the history and present state of the peoples and social forces which constitute American society. Race, class, ethnicity and gender figure centrally in our courses, whether they are treated historically, sociologically or aesthetically. Majoring in American Studies offers students great latitude as well as the opportunity to work closely with a faculty advisor in the senior year on a specific topic.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the junior Seminar, and, in the senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience. Ideally, majors take these courses in order, but study abroad or other contingencies may make this impossible in individual cases.

Students also take seven other courses about American society and culture. At least three of these courses should be in one department or concentrated on a single theme. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century. Since the topics of American Studies 11 and 12 change frequently, majors may take more than two of these courses and count the third as one of the seven electives and/or one of the courses concentrated on America before the twentieth century.

Advising: In response to the range of the majors' individual preferences and interest, departmental advisors are available for regular consultation. The advisor's primary function is to aid the student in the definition and achievement of his or her own educational goals.

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*On leave 2009-10

Departmental Honors Program. All majors must complete the requirements outlined above. Recommendations for Latin Honors are made on the basis of the senior essay produced during the independent work of the senior year.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that fulfillment of the course requirements, combined with the writing of a senior essay, provides adequate grounds for a fair assessment of a major's achievement.

11. The American Dream. More than any other nation, the United States has envisioned itself as a landscape of pure possibility. From the 17th century to the present, an ever-shifting "American Dream" has been the repository of Americans' longing for a new kind of personal and national life. In this class we will consider how Americans have imagined this new life as manifested in forms as varied as political action made possible under the Constitution to opportunities for home ownership made possible (or impossible) by the free market. Since the class introduces students to the field of American Studies, there will be considerable attention paid to different disciplinary approaches to American society and culture.

Although there may be occasional exceptions, texts will consist mainly of whole books such as Frederick Douglass's autobiography, Twain's *Adventures of Huckleberry Finn*, Fitzgerald's *Great Gatsby*, Hurston's *Their Eyes Were Watching God*, Miller's *Death of a Salesman*, and Roth's *The Human Stain*.

Limited to 20 students per section, the course will be conducted principally by discussions in which all students are expected to participate. Fall semester. Professors Clark, Guttmann, and Sánchez-Eppler.

12. Religion, Democracy and American Culture. The United States has inscribed the separation of church and state into its constitutional order, and yet Americans have for two centuries been more deeply committed to religious faith and practice than any other people in the Western world. This course endeavors to explore that paradox. Topics addressed include the changing meanings of "the city on a hill"; the varieties of millennial belief and utopian community; the relationship between religion and ethnicity; religious political activism from abolition to prohibition to anti-abortion; and the limits of religious tolerance from movements against Catholics and Mormons to recent warnings of a "clash of civilizations" with Muslim cultures.

Omitted 2009-10. The Department.

24. The Neo-Western. From the advertising copy and backdrop of truck ads to the democratic rhetoric of politicians, the West as a place of national mythology still permeates American culture. In this course, we will analyze the evolution of the West as a prominent site of American myth and the contemporary representations of it in literature and film, the Neo-Westerns. Students will read works by authors such as Annie Proulx, Cormac McCarthy, Sherman Alexi and Percival Everett, as well as view recent popular films by Ang Lee, Clint Eastwood, and John Sayles. The course will also include readings in history, as well as other disciplines, to contextualize the creative works and to gauge how the myth of the West compares to its reality and how truly revisionist its most current representations are.

Limited to 20 students. Fall semester. Professor Hayashi.

32. Racialization in the U.S.: The Asian/Pacific/American Experience. This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora, and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality, and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry.

Limited to 20 students. Spring semester. Five College Professor Reddy.

35. Racialization in the U.S.: Immigration Nation. This interdisciplinary course defines, analyzes and interrogates processes of US racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin by examining both race and racism as elements in the historical process of "racialization," and proceed by positing racialization as the key to understanding the political, economic, social and cultural dynamics of the United States. Our focus on immigration will begin in the late nineteenth century and follow through to the present day. It will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; the relationship between immigration, racialization and nation-state formation; questions of naturalization, citizenship and family reunification; immigrant labor; "illegal" immigrants; nativism and anti-immigration movements; the relationships between gender, sexuality, race, class and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.

Limited to 20 students. Omitted 2009-10. Five College Professor Reddy.

36. South Asians in the United States. This course focuses on the political, economic, ideological, social, and cultural dimensions of migration from South Asia to the United States, to be understood within the larger context of South Asian diaspora (hi)stories. Our approach will be interdisciplinary, working with social theory and history as well as literature, film, and music. We will identify different notions of diaspora and migration and how they give meaning to "home," and displacement. The semester begins with Indian labor migration with the system of British colonial indenture, proceeds through the "free" labor migration of workers in the colonial and post-colonial period, and concludes with our contemporary moment.

Not open to first-year students. Limited to 15 students. Preference given to American Studies majors. Fall semester. Five College Professor Reddy.

68. Research Methods in American Culture. (Offered as American Studies 68 and English 95, section 02.) This course is designed to provide American Studies majors, as well as others interested in interdisciplinary work, the opportunity and support to produce a major piece of research writing on a topic of their choosing. We will examine a wide range of materials, including photographs, paintings, legal documents, journals, poems, and plays. The course will also introduce students to the variety of methodologies utilized by practitioners in the field of American Studies. The specific focus of the course will be the role of place in American culture. By studying discrete geographic locations—their histories, residents, and cultural representations—students will gain appreciation for interdisciplinary work and the development of American Studies.

Requisite: American Studies 11 and 12. Open to juniors and seniors or consent of the instructor. Limited to 15 students. Spring semester. Professor Hayashi.

77, 78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

American Art and Architecture, 1600 to Present. See Art 37.

American Art in the Mead. See Art 71.

Museums and Society. See Art 80.

Critical Debates in Black Studies. See Black Studies 12.

Representations of Black Women in Black Literature. See Black Studies 24.

Creating a Writing Self. See Black Studies 27.

Black Music and Black Poetry. See Black Studies 54

African-American History from the Slave Trade to Reconstruction. See Black Studies 57.

African-American History from Reconstruction to the Present. See Black Studies 58.

Exploring Ralph Ellison's *Invisible Man*. See Black Studies 62.

Post-Cold War American Diplomatic History. See Colloquium 18.

American Diplomacy in the Middle East from the Spring World War to the Iraq War. See Colloquium 19.

Industrial Organization. See Economics 24.

Economic History of the United States, 1600-1860. See Economics 28.

Economic History of the United States, 1865-1965. See Economics 29.

Novels, Plays, Poems. See English 01, section 03, 04, 05, and 06 (fall).

American Renaissance. See English 01, section 03. (spring).

Film and Writing. See English 01, section 04. (spring)

Reading Historically. See English 05.

American Literature in the Making: Colonies, Empires, and a New Republic. See English 10, section 01.

American Literature in the Making: Nineteenth Century to the Civil War. See English 10, section 02.

American Literature in the Making: The Twentieth Century, 1900-1941. See English 10, section 03.

American Literature in the Making: The Twentieth Century, 1942-2000. See English 10, section 04.

Reading Popular Culture: Screening Africa. See English 13.

Modern British and American Poetry, 1900-1950. See English 45.

Four African American Poets Haunted by History. See English 56.

Studies in American Literature. See English 61.

Studies in Nineteenth-Century American Literature. See English 62.

Making Asians: Asian American Identity in Literature and Law. See English 63.

Studies in African American Literature. See English 66.

Democracy and Education. See English 68.

Expatriate Poets. See English 94.

Edwards, Emerson, and William James. See English 95, section 02 (fall).

Poetry, 1950-2009. See English 95, section 03 (fall).

Modern Short Story Sequences. See English 95, section 03 (spring).

Colonial North America. See History 08.

Nineteenth-Century America. See History 09.

Twentieth-Century America. See History 10.

Material Culture of American Homes. See History 37.

Native American Histories. See History 39.

The Old South, 1607-1876. See History 44.

Women's History, America: 1607-1865. See History 45.

Women's History, America: 1865 to Present. See History 46.

Case Studies in American Diplomacy. See History 49.

Science and Society in Modern America. See History 68.

Experimental History. See History 71.

Topics in African-American History: Slavery and American Imagination. See History 82.

Topics in African-American History: Race and Educational Opportunity in America. See History 82.

The Era of the American Revolution. See History 83.

Seminar on Race and Nation in the U.S.-Mexican Borderland. See History 87.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 01.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 03.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 05.

The Trial. See Law, Jurisprudence and Social Thought 07.

The State and the Accused. See Law, Jurisprudence and Social Thought 21.

Law, Speech, and the Politics of Freedom. See Law, Jurisprudence and Social Thought 30.

Social Movements and Social Change. See Law, Jurisprudence and Social Thought 31.

Law's History. See Law, Jurisprudence and Social Thought 43.

Twentieth-Century American Legal Theory. See Law, Jurisprudence and Social Thought 50.

Political Obligations. See Political Science 12.

American Politics/Foreign Policy. See Political Science 30.

The American Founding. See Political Science 37.

The American Constitution I: The Structure of Rights. See Political Science 41.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42.

Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. See Political Science 74.

Religion in the United States. See Religion 19.

Sociology of Family. See Sociology 21.

Conceptualizing White Identity in the United States. See Sociology 31.

Thinking Differently about Culture. See Sociology 32.

Race and Politics in the United States. See Sociology 33.

Social Class. See Sociology 34.

Borderlands and Barrios: Latino/a Representation in Film and Television. See Sociology 35.

Race and Races in American Studies. See Sociology 38.

The American Right. See Sociology 41.

Sport and Society. See Sociology 44.

Latino Identity in the United States: Continuity and Complexity. See Sociology 45.

Contemporary American Drama. See Theater and Dance 28.

Gender Labor. See Women's and Gender Studies 24.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard, Gewertz (Chair), Goheen, Himmelstein, and Lembo†; Assistant Professors Basler and C. Dole; Five College Assistant Professor Klarich; Visiting Lecturer Souza.

The Anthropology and Sociology program is committed to familiarizing students with the systematic analysis of culture and social life. While anthropology once tended to focus on pre-industrial peoples and sociology on peoples in industrial societies, both disciplines are now thoroughly involved in understanding the contemporary, globalizing world—albeit through the use of somewhat distinctive methodologies. Moreover, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology-Sociology 10, Anthropology 12, 23, and *either* 13 or 32. In addition, they will take four Anthropology electives. Sociology majors will normally take Anthropology-Sociology 10, Sociology 12, 15, and 16. In addition, they will take four Sociology electives. Candidates for degrees with Departmental Honors will include Anthropology or Sociology 77 and 78 in addition to the other major requirements.

Majors fulfill the department's comprehensive examination by getting a grade of B or better in the relevant theory course (Anthropology 23 or Sociology 15). Those who fail to do so will write a paper on a topic in theory set by the Department.

Anthropology

10. Exploring Human Diversity: An Introduction to Anthropology and Sociology. (Offered as Anthropology 10 and Sociology 10.) The aim of this course is to provide an introduction to the central concepts and themes in the disciplines of anthropology and sociology. Anthropology and sociology emerged as distinct modes of inquiry in 19th-century Europe in response to several centuries of disorienting change. Monarchies were collapsing, economies were industrializing, modern science was emerging, and democratic aspirations were rising. Alongside this flux, Europe's imperial reach had revealed a mind-boggling variety of cultures, each ordered and disordered in dramatically different ways. In this context, it is not surprising that two questions became urgent: Why do some societies change while others appear to be unchanging? When a society undergoes change, how does social order get re-established?

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†On leave fall semester 2009-10.

These classic questions have long since been reframed to confront a fundamental challenge that we live with today: Why do people do what they do, and why do different people do things differently? This course is intended to introduce students to the ways anthropologists and sociologists continue to grapple with these critical questions. While the course will touch upon classic works from the two disciplines, it will largely focus on the ways these questions have given rise to new and often surprising answers. In exploring the ways humans make sense of and produce unique social worlds, the course will highlight points of convergence and divergence in regard to theory, formulation of research problems, and methods within the two disciplines.

Not open to students who have taken Anthropology 11 or Sociology 11. Fall semester. Professors Dizard and C. Dole.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Spring semester. Professor Gewertz.

13. Evolution and Culture. This course concentrates on the role of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. Drawing on the materials of primatology, paleontology, archaeology, the prehistoric record as well as cultural studies, the primary emphasis will be on the relations among biological, psychological, social, and cultural factors in human evolution and human life. The focus is primarily on the role of culture in human evolution, and aspects of culture that make humans unique.

Limited to 50 students. Fall semester. Professor Goheen.

21. Indian Civilization. (Offered as Anthropology 21 and Asian 22 [SA].) A general introduction to Indian civilization. The course will survey South Asia's most important social, political, and religious traditions and institutions. It will emphasize the historical framework within which Indian civilization has developed its most characteristic cultural and social patterns. This course is designed for students who are new to South Asia, or for those who have some knowledge of South Asia but have not studied it at the college level.

Fall semester. Professor Babb.

22. Anthropology of Religion. A survey of anthropological and sociological theories concerning religion's role in human life. The course will examine a range of questions social scientists have asked about religion. What is religion from an anthropological or sociological point of view? Does it have social or cultural functions that account for its near ubiquity? To what extent is the concept of rationality useful or a hindrance in understanding religion? Is rationality itself culturally relative? The course will consider classical and contemporary approaches to questions such as these.

Spring semester. Professor Babb.

23. History of Anthropological Theory. A general survey of writings that have played a leading role in shaping the modern fields of cultural and social anthropology. Beginning with a discussion of the impact of Darwin and the discoveries at Brixham Cave on mid-nineteenth century anthropology, the course surveys the theories of the late-nineteenth-century cultural evolutionists. It then turns to the role played by Franz Boas and his students and others in the advent and later development of cultural anthropology in the U.S. Readings of Durkheim and Mauss will provide the foundation for a discussion of the development of British social anthropology, French structuralism, and Bourdieu's theory of social practice. The course will conclude with a discussion of recent controversies concerning the work of a key theorist in the anthropological tradition.

Fall semester. Professor Babb.

24. Archaeological Method, Theory and Practice. This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach.

Spring semester. Five College Professor Klarich.

26. African Cultures and Societies. (Offered as Anthropology 26 and Black Studies 20 [A].) This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Limited to 50 students. Spring semester. Professor Goheen.

31. Anthropology and the Middle East. (Offered as Anthropology 31 and Asian 41 [WA].) In an era where "terrorism" has eclipsed the nuclear fears of the Cold War and become associated with a radicalism that is portrayed as at once militant, anti-Western, and bound to a particular region (the Middle East) and religion (Islam), the task of this seminar—to examine the everyday realities of people living throughout the Middle East—has become all the more critical. Beginning with an historical eye toward the ways that the "West" has discovered, translated, and written about the "Orient," this seminar will use anthropological readings, documentary film, and literary accounts to consider a range of perspectives on the region commonly referred to as the Middle East. Rather than attempting a survey of the entire region, the course will take a thematic approach and explore such topics as: Islam and secularism, colonialism and postcoloniality, gender and political mobilization, media and globalization, and the politics and ethics of nation building. As an anthropology course, the class will take up these themes through richly contextualized accounts of life within the region. While it is recognized that the Middle East is incredibly heterogeneous, particular attention will given to the influence and role of Islam. By the end of the seminar, students will have gained a broad understanding of some of the most pressing issues faced within the area, while at the same time grappling with advanced theoretical readings. No previous knowledge of the Middle East is assumed.

Limited to 25 students. Spring semester. Professor C. Dole.

32. Topics in Contemporary Anthropology. This seminar will examine contemporary issues in anthropology. Topics will vary from year to year but might, for instance, include the challenge to anthropology of the post-colonial encounter; the representation of the "other" in museums and magazines; the relationship between culture and practical reason. The universalizing of commodity lust; the linkage of sex, power and disease; the encompassment of the world by capitalism; the writing of money in grants as the prerequisite to the writing of culture in ethnographies.

Limited to 20 students. Spring semester. Professor Gewertz.

34. Religion and Society in the South Asian World. (Offered as Anthropology 34 and Asian 60 [SA].) Observers have long marveled at the sheer number of separate religious traditions that flourish and interact with each other in South Asia. In this single ethnographic region, the Indian subcontinent, we find Hindus, Muslims, Sikhs, Buddhists, Jains, Christians, Jews, and others as well. Given this extraordinary diversity, South Asia provides an unparalleled opportunity to study interactions among religious systems in a broad range of social and political contexts. This course takes advantage of this circumstance by exploring, in South Asian settings, a variety of theoretical approaches to the study of religion. Among the subjects to be considered are religion and social hierarchy, religion and gender, religious responses to rapid social change, modern religious movements, religion and modern media, religious nationalism, and South Asian religions in diaspora. Although the course focuses on the South Asian region, it is designed to emphasize theoretical issues of current interest to anthropologists and others who study religion from the perspective of social science. While some background in South Asian studies would be helpful, it is not a prerequisite for this course.

Limited to 15 students. Spring semester. Professor Babb.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given to the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 20 students. Fall semester. Professor Gewertz.

38. Healing: Meaning, Performance, and Power. Moving through a variety of therapeutic settings and interventions (from the doctor's office, to the laying on of hands, to national rituals of collective mourning), this seminar will consider what it means to heal and be healed. Building on anthropological theories of healing and ritual, the course will explore a range of approaches to conceptualizing therapeutic efficacy—the persistent question of how and why different forms of healing work. These approaches will consider the therapeutic potential adhering within such themes and processes as meaning, performance, narrative, persuasion, embodiment, fantasy, mimesis, and alterity. The course will also take up idioms of healing as they are employed politically—taking healing both as a politicized process of personal transformation and a collective process working at the level of the body politic.

Limited to 20 students. Omitted 2009-10. Professor C. Dole.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection among ethnic cuisines, nationalist movements and social classes.

Limited to 25 students. Fall semester. Professor Gewertz.

41. Visual Anthropology. This course will explore and evaluate various visual genres, including photography, ethnographic film and museum presentation as modes of anthropological analysis—as media of communication facilitating cross-cultural understanding. Among the topics to be examined are the ethics of observation, the politics of artifact collection and display, the dilemma of representing non-Western "others" through Western media, and the challenge of interpreting indigenously produced visual depictions of "self" and "other."

Limited to 30 students. Omitted 2009-10. Professor Gewertz.

42. Madness and Politics. This seminar will consider the anthropological, psychological, and political significance of "limit" experience(s). While such forms of experience—such as psychosis, trauma, possession, and torture—are commonly regarded as radical exceptions, existing in a place "beyond" culture and language, this course examines the ways that they can play a constitutive role in shaping everyday subjective experience and social life. Of particular interest in this seminar will be the significance of "limit" experience for understanding what it means to be a subject, the relationship between mental disorder and social-political order, the position of injury and suffering in contemporary formulations of truth and freedom, and anthropological approaches to political power conceived in psychological and social terms. Rather than making a sustained argument, the course will involve open-ended discussions regarding theories of subjectivity as they appear in ethnographic studies of psychiatry, pharmaceuticals, the biosciences, political violence, religious experience, and institutions of confinement and care.

Limited to 20 students. Spring semester. Professor C. Dole

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Limited to 25 students. First-year and sophomore students must have consent of the instructor. Spring semester. Professor Goheen.

44. Global Health. This seminar will explore how anthropologists have attempted to make sense of the global patterning of health and illness. Beyond introducing basic concepts and methodologies for defining, measuring, and expanding global health and global disparities in health status, the course is divided into four thematic areas: (1) poverty and inequality in relation to health status; (2) pharmaceuticals and access to care; (3) responses to "natural" and human-made disasters; (4) collective violence and the politics and ethics of humanitarian intervention. Each theme will be developed through a focused exploration of particular cases, regions, or problems. The conversations to be engaged in this course include, but are not limited to: AIDS and anti-retrovirals in Africa, industrial disaster in India, the medical intersection of military and humanitarian intervention, providing and receiving medical care amidst "failing" states and institutions, and the link between global economic policy and local health status.

Limited to 20 students. Omitted 2009-10. Professor C. Dole.

45. Medical Anthropology. The aim of this course is to introduce the ways that medical anthropologists understand illness, suffering, and healing as taking shape amidst a complex interplay of biological, psychological, social, political-economic, and environmental processes. The course is designed to engage a broad range of medical anthropology topics, theoretical approaches, and research techniques by examining case studies concerned with such issues as chronic illness and social suffering, ritual and religious forms of healing, illness and inequality, medicalization, the global AIDS crisis, the social life of new medical technologies, and the politics of global health and humanitarian intervention. A basic premise of the course is that an understanding of illness, health, and the body requires an understanding of the contexts in which they are experienced, contexts contingently shaped by interwoven processes of local, national, and global significance. Particular emphasis will thus be placed on ethnographic approaches to the lived context in which illness and other forms of suffering are experienced, narrated, and addressed. Our focus will be comparative, treating illness, suffering, and healing in a range of societies and settings—from Haiti to China, from urban Brazil to rural Nepal, from the townships of South Africa to genetic labs in the United States.

Limited to 30 students. Fall semester. Professor C. Dole.

77, 78. Senior Departmental Honors.

Fall and spring semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half course.

Fall and spring semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography. See Black Studies 42.

Sociology

10. Exploring Human Diversity: An Introduction to Anthropology and Sociology. (Offered as Anthropology 10 and Sociology 10.) The aim of this course is to provide an introduction to the central concepts and themes in the disciplines of anthropology and sociology. Anthropology and sociology emerged as distinct modes of inquiry in 19th-century Europe in response to several centuries of disorienting change. Monarchies were collapsing, economies were industrializing, modern science was emerging, and democratic aspirations were rising. Alongside this flux, Europe's imperial reach had revealed a mind-boggling variety of cultures, each ordered and disordered in dramatically different ways. In this context, it is not surprising that two questions became urgent: Why do some societies change while others appear to be unchanging? When a society undergoes change, how does social order get re-established? These classic questions have long since been reframed to confront a fundamental challenge that we live with today: Why do people do what they do, and why do different people do things differently? This course is intended to introduce students to the ways anthropologists and sociologists continue to grapple with these critical questions. While the course will touch upon classic works from the two disciplines, it will largely focus on the ways these questions have given rise to new and often surprising answers. In exploring the ways humans make sense of and produce unique social worlds, the course will highlight points of convergence and divergence in regard to theory, formulation of research problems, and methods within the two disciplines.

Not open to students who have taken Anthropology 11 or Sociology 11. Fall semester. Professors Dizard and C. Dole.

12. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

Limited to 35 students. Spring semester. Professor Lembo.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What holds societies together? What pulls them apart? How does social change occur? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness." *Required of sociology majors.*

Limited to 30 students. Fall semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods that sociologists use to understand humans as social beings. It explores the strengths and weaknesses of these methods. Students will design and execute an original research project. The course emphasizes the general logic of social inquiry and research design rather than narrowly defined techniques and statistical proofs. *Required of sociology majors.*

Requisite: Anthropology/Sociology 10. Limited to 15 students. Spring semester. Professor Himmelstein.

21. Sociology of Family. This course assesses sources and implications of changes in family structure, focusing primarily on contemporary family relationships in America. It explores historical antecedents of current arrangements and delves into cross-cultural examples as well. Social class, gender, sexuality, race and ethnicity serve as filters for examining this essential social institution, with the goal of better understanding shifting attitudes toward family and the interactions among family and other social institutions.

Limited to 20 students. Fall semester. Visiting Lecturer Souza.

22. Sociology of the Life Course. "Man, woman, birth, death, infinity . . ." This course examines the spectrum of the human life course—infancy, childhood, adolescence, middle age, old age—through the prism of sociology. It asks how we have come to subdivide the life course into these stages and addresses the role of social context in their development. Finally, it discusses public policy implications of this categorization.

Limited to 20 students. Omitted 2009-10. Visiting Lecturer Souza.

31. Conceptualizing White Identity in the United States. (Offered as Sociology 31 and Black Studies 10 [US].) The debate over the virtues of multiculturalism and the promotion of diversity have, ironically, led an increasing number of scholars to question the meaning of "whiteness." What does it mean to be "white"? Who gets to decide who is and who isn't "white"? Clearly, "white" means more than is captured by complexion alone, but what is there besides complexion? Given the undeniable fact that cultural variations among those regarded as white are as large as the variations between whites and non-whites, it is not clear what exactly constitutes whiteness. To study whiteness is to analyze the collective memory and practices of "white people" and to scrutinize carefully those moments when white identity is used to mobilize passions. This course will attempt to unpack the myths and realities that have created and maintained "white identity."

Limited to 25 students. Fall semester. Professor Basler.

32. Thinking Differently about Culture. In this course, we will focus attention first on the dynamics of cultural difference which characterize the civil rights era in the United States and use our sociological assessment of them to frame an analysis of culture leading up to and following from this tumultuous time, paying particular attention to what is now commonly referred to as a "post civil rights era." Some of the important questions we will ask are: How adequate are conventional sociological ideas of culture—ideas that presume "cohesion" and "commonality," among other things—when it comes to conceptualizing, documenting, and theorizing cultural difference? What are the consequences of accounting for cultural difference as something to be incorporated into what is, or could be, held in common by people? What is at stake, sociologically speaking, when aspects of cultural difference—previously ignored or marginalized in hegemonic accounts—become the focal point of intellectual inquiry or political practice? How do we distinguish among discourses of cultural difference? How are they subject to cooptation, assimilation, or exploitation?

Limited to 20 students. Spring semester. Professor Lembo.

33. Race and Politics in the United States. This course is an intensive examination of the politics, and the policy consequences, of racial and ethnic identity in the United States. The course focuses on the historical and contemporary experiences of several racial and ethnic groups in American politics. Attention is given to contemporary issues, emphasizing the roles of governmental actors, institutions, and policies. In the first part of the course, we begin by considering the concept of racial identity. We then look at various principles such as equality, freedom, and solidarity, which underlie the ways in which we think about and judge racial politics and race-related policies. The second part of the course focuses on race and politics: public opinion, political image, and political and social movements. In the third part of the course, we move to policy-related case studies. Most policy-related case studies focus on blacks and whites, but this course considers the ways in which the traditional model may be outdated or otherwise inappropriate. Among the issues to be discussed are vote dilution, school desegregation, affirmative action, "new" multiculturalism, immigration, and bilingual education. We close the course with a look to the future of race and ethnicity in American politics. A fundamental premise of this course is that knowledge of race and ethnic dynamics in the United States is necessary to comprehensively analyze American political development and many important issues in contemporary American politics. The course is conducted in a seminar format.

Limited to 30 students. Omitted 2009-10. Professor Basler.

34. Social Class. This course will consider various ways that class matters in the United States. Historical accounts will be used in conjunction with sociological theories to discuss the formation of classes, including the formation of discourses and myths of class, in American society. Class will then serve as a lens to examine the origins and characteristics of social stratification and inequality in the U.S. The bulk of the course will focus on more contemporary issues of class formation, class structure, class relations, and class culture, paying particular attention to how social class is actually lived out in American culture. Emphasis will be placed on the role class plays in the formation of identity and the ways class cultures give coherence to daily life. In this regard, the following will figure importantly in the course: the formation of upper class culture and the role it plays in the reproduction of power and privilege; the formation of working class culture and the role it plays in leading people to both accept and challenge class power and privilege; the formation of the professional middle class and the importance that status anxiety carries for those who compose it. Wherever possible, attention will be paid to the intersection of class relations and practices with those of other social characteristics, such as race, gender and ethnicity. The course will use sociological and anthropological studies, literature, autobiographies, and films, among other kinds of accounts, to discuss these issues.

Limited to 30 students. Omitted 2009-10. Professor Lembo.

35. Borderlands and Barrios: Latino/a Representation in Film and Television. This course uses a two-pronged sociological approach to examine Latino/a culture in the United States through the mediums of film and television. We begin with discussion of how to critically analyze films and television relative to race and ethnicity, and a review of the history of representation of Latinos/as in media. We then examine the content of the Latino/a experience as depicted in film and television and the accuracy of that content in describing the diversity and truth of the Latino/a experience in the United States, particularly in regard to race, class, and gender.

Limited to 15 students. Spring semester. Professor Basler.

38. Race and Races in American Studies. (Offered as Sociology 38 and Black Studies 35 [US].) This interdisciplinary seminar examines influential scholarship on the "race concept" and racialized relations in American culture and society. The course will focus on selected themes, approaches, methods, debates, and problems in a variety of scholarly genres. Major topics include the cultural construction of race; race as both an instrument of oppression and an idiom of resistance in American politics; the centrality of race in literary, sociological, anthropological, and legal discourse; the racialization of U.S. foreign policy; "race mixing" and "passing" and the vicissitudes of "whiteness" in American political culture; and "race" in the realm of popular cultural representation.

Limited to 20 students. Spring semester. Professor Basler.

40. The Social Construction of Nature. This course rests on two premises. The first is that the non-human world—"nature"—exerts a profound influence on the social arrangements of humans. The second premise is that humans not only modify nature to suit their needs but also construct nature ideologically. We will explore the ways in which nature has been manipulated, both physically and symbolically, and the consequences these manipulations have had both for nature and for humans. We will pay particular attention to the shifts over the past century and a half in the ways Americans have regarded the natural world, tracing the emergence of the conservation movement of the late nineteenth century and how it slowly got transformed into the contemporary environmental movement.

Requisite: Anthropology/Sociology 10, Enivironmental Studies 12 or consent of the instructor. Not open to first year students. Limited to 30 students. Spring semester. Professor Dizard.

41. The American Right. Combining ideas from political sociology and the study of social movements, this course examines the changing role of the Right in American society and politics.

Omitted 2009-10. Professor Himmelstein.

43. Drugs and Society. This course examines the use and control of mood-altering drugs in the United States today. Specifically, we look at two important sets of issues: first, the increasing use of prescription drugs to deal with a growing range of human moods and thoughts; second, the ongoing "war" against drugs like marijuana, cocaine, and heroin. By juxtaposing these two, we will reflect on the contradictions of drug use and drug control in America. On the one hand, we take a more punitive approach to the control of currently illegal drugs like marijuana than any other western society. On the other hand, we use and encourage the use of prescriptions like antidepressants more than any other western society.

Limited to 35 students. Fall semester. Professor Himmelstein

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Omitted 2009-10. Professor Guttmann.

45. Latino Identity in the United States: Continuity and Complexity. The Latino population currently consists of approximately 24,000,000 people in the United States; by the year 2050 the Census Bureau estimates that the Latino population will make up 22 percent of the total population. This diverse group traces its origin to a variety of countries and its experiences in the United States are quite varied. In this course we will examine the experiences of the various Latino communities in the United States. The course is designed to examine the socioeconomic experiences of the various Latino groups (Mexicans, Puerto Ricans, Cubans, and Dominicans, among others). Our examination will require that we pay close attention to issues of race, class, and gender, as well as the complexities of pan-ethnic identity, group politics, and immigration.

Limited to 25 students. Fall semester. Professor Basler.

47. Sociology from the Margins. In this course we will examine texts that challenge the conventional wisdom of sociology, thereby enabling us to see foundational concerns of the discipline in new ways. These texts—some by sociologists, some not—will be used to explore such things as changing modes of social power, the cultural unconscious, commodity culture, normality and its transgressions, media technology and the social imaginary, as well as social identity and the self in ways unanticipated by mainstream sociological thought. Historical transitions from Fordism to flexible accumulation, the modern to the postmodern, the colonial to the postcolonial, the national to the transnational, and from the real to the virtual will figure importantly in course discussion.

Limited to 20 students. Omitted 2009-10. Professor Lembo.

77, 78. Senior Departmental Honors.

Fall and spring semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half course.

Fall and spring semesters. The Department.

RELATED COURSE

Conservation Biology and the Reconstruction of Nature. See Pick Colloquium 08.

ART AND THE HISTORY OF ART

Professors Abiodun, Clark, Courtright, Keller (Chair), Morse, Staller*, R. Sweeney‡, and Upton; Associate Professor Kimball; Resident Artists Garand and Gloman; Visiting Artists-in-Residence Ewald and Rafferty.

*On leave 2009-10.

‡On leave spring semester 2009-10.

Introduction to the Department:

The Practice of Art: Studio Concentration: Professors Keller, R. Sweeney; Visiting Assistant Professor Kimball; Resident Artists Garand and Gloman; Visiting Artists-in-Residence Ewald (fall semester) and Rafferty (spring semester).

The concentration in the Practice of Art enables students to become fluent in the discipline of the practice of visual arts. Students will develop critical and analytical thinking as well as the discipline's techniques and methods as a means to explore artistic, intellectual and human experience. Students will build towards creating a personal vision beginning with primary studies in drawing and introductory art history, proceeding on to courses using a broad range of media, and culminating in advanced studio studies of a more self directed nature. Working with their advisor, students will be encouraged to nurture the strong interdisciplinary opportunities found both at Amherst and the other institutions in the valley.

Course Requirements: The Practice of Art concentration consists of a minimum of 10 courses (12 with honors project):

Drawing I (Art 2 may be considered as an alternative in special cases.)
Painting I
Sculpture I
Printmaking I
Photography I
Third-year Seminar: Courses qualifying for third-year seminar include:
  The Five College Advanced Drawing Seminar (Art 497, U Mass course—fall semester)
  Ideas, Influences and Vision: Building a Body of Work (ARHA 29-01—fall semester)
  Comedy as Artistic Strategy (ARHA 92.01—spring semester)
  Collaborative Art: Practice and Theory of Working with a Community (ARHA 91.02—fall semester)
  Advanced Studio Seminar (ARHA 23.01—omitted 2009-10)
Studio elective
Studio elective
Art History elective
Contemporary Art History or related elective

In consultation with their advisors, students in this concentration will be encouraged to take additional courses both in art history and other disciplines. These courses should be broadly related to their artistic interests outside of the studio concentration, enriching their interdisciplinary understanding and engagement within a liberal arts curriculum. This expectation will be especially high for honors thesis candidates.

Honors: Candidates for honors will, with departmental permission, take Art 77-78 during the senior year. Students must apply and be accepted at the end of their third year, usually the last week in April. In designing their year long projects, students will be encouraged to explore the interdisciplinary implications and opportunities inherent in their artistic directions. Thesis students will also be required to develop a statement which ultimately places their body of work within a historical and cultural artistic discourse. There will be a exhibition of the bodies of work representing the honors theses in the Eli Marsh Gallery, Fayerweather Hall, in May.

Comprehensive Examination: A two-part comprehensive exam is required of all studio concentration majors:

1. Formal and contextual analysis and discussion of a series of works of art.
2. Creation of an independent work of art: (Waived for studio thesis students.) This work of art, designed and created independently by the student, can be in any medium or combination of mediums, and may also be interdisciplinary in nature. Students will be required to develop a statement which ultimately places their work of art within a historical and artistic context. There will be an exhibition of these works of art in the spring.

Art History: The 'Art' of the History of Art Concentration: Professors Abiodun, Staller, and Upton

In a culture that often sets the 'art' of the History of Art aside in favor of documentary and analytical objectivity concerning works of art, the primary goal of this open concentration is to rediscover 'art' in ourselves and the world. This intensive concentration centers its instruction explicitly on the artistic attainment and metaphorical potential of works of art. By studying a range of cultures and historical moments, with primary texts and original objects whenever possible, students learn how works of art embody ideas and values, even as they recognize that the 'art' we seek resides in the very shaping of human experience in physical form. This form is distinguishable precisely because it exceeds the finite temporal, spatial and material foundations of its creation. In defining 'art' as both an act and an object, this concentration combines sustained engagement with the language of form, color and space acquired in courses in the practice of art with a broad and detailed knowledge of the history of art acquired through courses in the discipline of art history. This approach offers intersecting opportunities for developing each student's fullest artistic understanding and accomplishment for themselves individually and as a vital part of society, culture and history at large. This concentration is designed to identify and serve each student's particular interests and capacities with the shared goal of artistic awareness as the common threshold in which word and form might give way to 'art.'

Course Requirements: The 'Art' of the History of Art is a goal-oriented concentration with an open curriculum comprising ten courses (12 with honors project) selected in consultation with the advisors for this concentration. The concentration called "Art of the History of Art" aims to integrate a rigorous grounding in both the disciplines of Art History and Studio Practice. Rigorous grounding in Studio Practice means a working knowledge of two-dimensional form, three-dimensional form and color. In Art History it means a working knowledge of pre-Modern, Modern, African and Asian Art. The goal of this concentration is to identify the power of 'art' within its historical, cultural, theoretical and material presence in the world. This shared goal may be met through courses individually selected by each participating student in consultation with their advisor in this concentration. Since this is an "open" concentration, there is no upper limit on the number of courses that students might take within and outside the department. As a guide, however, the normal expectation is a minimum of one course focusing on each of the specific areas in Studio Practice and Art History that are designated above, along with two advanced courses in art history to assure explicit awareness of art historical method and purpose. This Concentration assumes the completion of a total of 10 courses or 12 if the student pursues an honors project.

Honors: Candidates for honors will, with departmental permission, take Art 77-78 during their senior year. Honors work in this concentration provides an opportunity for independent historical research and writing, resulting in a thesis project in art history or some combination of art history, the practice of art and/or related areas of study in which 'art' in some form becomes manifest, including the very writing of an art historical essay.

Comprehensive Examination: In spring of the senior year, students in this concentration will complete a comprehensive examination in consultation with their advisor. In this self-directed examination which may include any relevant material, each student will demonstrate an individually evolved sophistication in their understanding of 'art' within the history of art.

Advising: To allow for maximum individual flexibility and the purposeful integration of the disciplines of the practice of art and art history, each student in this concentration will select all of their concentration courses freely, but with the advice and guidance of their assigned advisor(s). We encourage student-centered initiatives (independent of honors work) including, courses in the Department of Art and Art History or related fields, lectures, site visits, language study, self directed essays or works of art that broaden the student's particular major concentration while deepening and extending forward the pursuit of artistic awareness.

Art History: Historical and Cultural Studies Concentration: Professors Clark, Courtright and Morse.

For students who want an intensive and structured engagement with the visual heritage of many cultures throughout the centuries, this concentration requires not only the study of art history as a way to acquire deep and broad visual understanding, but also a self-conscious focus on the contexts and meanings of art. By encountering the architecture, painting, sculpture, printmaking, photography, and material culture created within a variety of historical frameworks, students will deepen their understanding of political, religious, philosophical, aesthetic, and social currents that defined those times as well. As a consequence, students will face art and issues that challenge preconceptions of our own era.

Course Requirements: The concentration consists of a minimum of 10 courses (12 with honors project). With the help of a department advisor, each student will devise a program of study and a sequence of courses that must include:

One introductory course in the history of art
One course in the arts of Asia or Africa
One course in European art before 1800
One course in European or American art after 1800
Two upper-level courses or seminars, one of which may be a course outside the department with a focus on visual arts in the student's research paper
One studio course (before Senior Year)

Honors: Candidates for honors in this concentration will, with departmental permission, take ARAH 77-78 during their senior year.

Comprehensive Examination: Students who have chosen the major concentration History of Art: Historical and Cultural Studies in the Department of Art and the History of Art fulfill the comprehensive examination during the senior year by considering the way in which a text, chosen by the faculty, shapes or challenges their understanding of works of art. Each student's inquiry forms the basis for an essay, which all majors who chose this concentration and faculty members discuss at a colloquium early in the spring semester of the senior year.

INTRODUCTION TO ART AND THE HISTORY OF ART

01. Introduction to the History of Western Art. An introduction to works of art as the embodiment of cultural, social, and political values from ancient civilizations of the West to the present. Students will approach a selected number of paintings, sculptures, and buildings from a number of perspectives, and the course will address various historical periods, artists, artistic practices, and themes through objects of Western art that are united by contemplation of the uniquely artistic expression of meaning in visual form. The course will also emphasize cultural and artistic exchanges between societies of Europe, the Americas, Asia, and Africa. Weekly sections will meet at the Mead Art Museum to study original works of art. Two hour and 20-minute lectures and one discussion section per week.

Requisite: Preference will be given to studio art concentrators, first-year students and sophmores with no previous art history experience. Limited to 40 students. Omitted 2009-10.

PRACTICE OF ART: INTRODUCTORY COURSES

02. Practice of Art. An introduction to two-dimensional and three-dimensional studio disciplines with related lectures and readings. Historical and contemporary references will be used throughout the course to enhance and increase the student's understanding of the visual vocabulary of art. How the comprehension of differing visual practices directly relates to personal investigations and interpretations within the covered disciplines of drawing, sculpture, painting, photography and printmaking. This includes applying elements of composition, weight, line, value, perspective, form, spatial concerns, color theory and graphics. Work will be developed from exercises based on direct observation and memory, realism and abstraction. Formal and conceptual concerns will be an integral aspect of the development of studio work. Class time will be a balance of lectures, demonstrations, exercises, discussions and critiques. Weekly homework assignments will consist of studio work and reading assignments. Two two-hour class sessions per week.

No prior studio experience is required. Not open to students who have taken Art 04 or 15.

Limited to 35 students. Spring semester. Resident Artist Gloman.

04. Basic Drawing. An introductory course in the fundamentals of drawing. The class will be based in experience and observation, exploring various techniques and media in order to understand the basic formal vocabularies and conceptual issues in drawing; subject matter will include still life, landscape, interior, and figure. Weekly assignments, weekly critiques, final portfolio. Two three-hour sessions per week.

Limited to 20 students. Two sections will be taught fall semester: Resident Artist Gloman. One section will be taught spring semester: Resident Artist Garand.

PRACTICE OF ART: MIDDLE-LEVEL STUDIO COURSES

13. Printmaking I. An introduction to intaglio and relief processes including drypoint, engraving, etching, aquatint, monoprints, woodcut and linocut. The development of imagery incorporating conceptual concerns in conjunction with specific techniques will be a crucial element in the progression of prints. Historical and contemporary references will be discussed to further enhance understanding of various techniques. Critiques will be held regularly with each assignment; critical analysis of prints utilizing correct printmaking terminology is expected. A final project of portfolio making and a portfolio exchange of an editioned print are required.

Requisite: Art 02 or 04, or consent of the instructor. Limited to 12 students. Fall and spring semesters. Resident Artist Garand.

14. Sculpture I. An introduction to the practice of sculpture in a contemporary and historical context. A series of directed projects will address various material and technical processes such as construction, modeling, casting and carving. Other projects will focus primarily on conceptual and critical strategies over material concerns. By the end of the course, students will have developed a strong understanding of basic principles of contemporary sculpture and have acquired basic skills and knowledge of materials and techniques. Further, students will be expected to have formed an awareness of conceptual and critical issues in current sculptural practice, establishing a foundation for continued training and self-directed work in sculpture and other artistic disciplines. Two three-hour class meetings per week.

Requisite: Art 02 or 04 or consent of the instructor. Limited to 14 students. Fall and spring semesters. Professor Keller.

15. Painting I. An introduction to the fundamentals of the pictorial organization of painting. Form, space, color and pattern, abstracted from nature, are explored through the discipline of drawing by means of paint manipulation. Slide lectures, demonstrations, individual and group critiques are regular components of the studio sessions. Two three-hour meetings per week.

Requisite: Art 02 or 04, or consent of the instructor. Limited to 18 students. Fall semester. Professor Sweeney.

16. Designing Architecture Across Borders and Time. (Offered as European Studies 52 and Art 16.) In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion, and extensive studio design.

Requisite: Art 04. Admission with consent of the instructor. Limited to 8 students. Spring semester. Professor Long.

18. Photography I. An introduction to black-and-white still photography. The basic elements of photographic technique will be taught as a means to explore both general pictorial structure and photography's own unique visual language. Emphasis will be centered less on technical concerns and more on investigating how images can become vessels for both ideas and deeply human emotions. Weekly assignments, weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice. Two three-hour meetings per week.

Requisite: Art 02 or 04, or consent of the instructor. Limited to 12 students. Fall and spring semesters. Professor Kimball.

PRACTICE OF ART: UPPER-LEVEL STUDIO COURSES

22. Drawing II. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Art 02 or 04, or consent of the instructor. Limited to 18 students. Fall semester. Professor Sweeney.

23. Advanced Studio Seminar. A studio course that will emphasize compositional development by working from memory, imagination, other works of art and life. The use of a wide variety of media will be encouraged including, but not limited to, drawing, painting, printmaking and collage. Students will be required to create an independent body of work that explores an individual direction in pictorial construction. In addition to this independent project, course work will consist of slide lectures, individual and group critiques, in-class studio experiments and field trips.

Requisite: Art 22, 26 or 27. Limited to 8 students. Omitted 2009-10. Professor Sweeney.

24. Sculpture II. A studio course that investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modeling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two two-hour class meetings per week.

Requisite: Art 14 or consent of the instructor. Limited to 12 students. Spring semester. Professor Keller.

25. Color Photography. This course is an exploration of the materials, processes, techniques, and aesthetics of color photography. It is designed for those who already possess a strong conceptual and technical foundation in black-and-white photography. An emphasis is placed on students' ability to express themselves clearly with the medium. Concepts and theories are read, discussed, demonstrated and applied through a series of visual problems. This course offers the opportunity for each student to design and work on an individual project for an extended period of time. This project will result in a final portfolio that reflects the possibilities of visual language as it relates to each student's ideas, influences and personal vision. Students may work with 35mm, medium format, or U5 cameras. Student work will be discussed and evaluated in both group and individual critiques, complemented by slide presentations and topical readings of contemporary and historical photography. Two two-hour class meetings per week.

Requisite: Art 02 or 04, and Art 28 or consent of the instructor. Limited to 8 students. Omitted 2009-10. Professor Kimball.

26. Painting II. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Art 15 or consent of the instructor. Limited to 18 students. Spring semester. Resident Artist Gloman.

27. Printmaking II. This course is an extension of intaglio and relief processes introduced in Art 13 with an introduction to lithography. Techniques involved will be drypoint, etching, engraving, aquatint, monoprints, monotypes, woodcut, linocut and stone lithography. Printmaking processes will include color printing, combining printmaking techniques and editioning. Combining concept with technique will be an integral element to the development of imagery. A final project of portfolio-making and a portfolio exchange of prints will be required. Individualized areas of investigation are encouraged and expected. In-class work will involve demonstration, discussion and critique.

Requisite: Art 13 or consent of the instructor. Limited to 12 students. Fall semester. Resident Artist Garand.

28. Photography II. A continuing investigation of the skills and questions introduced in Art 18. Advanced technical material will be introduced, but emphasis will be placed on locating and pursuing engaging directions for independent work. Weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice.

Requisite: Art 18 or consent of the instructor. Limited to 12 students. Spring semester. Professor Kimball.

29. Ideas, Influences and Vision: Building a Body of Work. An advanced level interdisciplinary studio course focused on the development of a personal and independent body of work, and the technical and conceptual problems associated with such a project. Students concentrating in any visual medium or across mediums are welcome and encouraged to enroll. Each student, in consultation with the professors, will design a semester-long project. This project will result in a final body of work or series that reflects the student's ideas, influences and personal vision. In addition to production of this extended independent project, course work will consist of weekly group critiques, historical and topical readings, discussions, field trips and in-class studio experiments. This course is highly recommended for any ARHA major considering a senior honors project with a concentration in studio; however, it is open to any student having the necessary prerequisites.

Requisite: Two introductory level studio courses, one intermediate level studio course. Admission with consent of the instructor. Limited to 10 students. Fall semester. Professors Kimball and Keller.

30. Constructed Drawing. An advanced studio seminar course focusing on the expanded realm of processes constituting drawing in the 21st century. Course work will consist of two bodies of production. Weekly in-class assignments will emphasize the construction of drawings with prescribed limited means. These assignments will broach a wide range of materials, building processes, and conceptual considerations. Parameters for the execution of these assignments will be set by the instructor; subject matter and imagery will be determined by the individual student. The second body of work will consist of an ongoing line of self-directed studio inquiry exploring contemporary issues in drawing. Students will be asked to present their independent projects for weekly class critiques and discussions. Relevant readings, museum trips, and contextual lectures will be regular features of the course. Two two-hour class meetings per week.

Requisite: Art 04 in conjunction with any one additional practice of art course, or consent of the instructor. Limited to 8 students. Omitted 2009-10. Professor Keller.

HISTORY OF ART: INTRODUCTORY CORUSES

32. Art and Architecture of Europe from 300 to 1500 C.E. By learning how specifically to encounter the transcendent symbolism of the catacombs of Rome, the devotional intensity of monastic book illumination, the grandeur and vision of the first basilica of St. Peter, the Byzantine church of Hagia Sophia, and selected monasteries and cathedrals of France, we will trace the artistic realization of the spiritual idea of Jewish and Christian history from the transformation of the Roman Empire in the fourth century C.E. to the apocalyptic year of 1500 C.E. Several prophetic masterpieces by Albrecht Dürer, Leonardo da Vinci and Michelangelo Buonarroti completed on the very eve of the modern world will reveal a profound "forgotten awareness" crucial to our collective and private well-being but long obscured by the "renaissance" bias that called this period "medieval." Two class meetings per week.

Spring semester. Professor Upton.

33. Material Culture of American Homes. (Offered as History 37 [US^P] and Art 33.) Using architecture, artifacts, visual evidence and documentary sources, the course examines social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. In addition to providing a survey of American domestic architecture, the course provides an introduction to the study of American material culture. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Connecticut, and sites in Amherst form an integral part of the course. Two class meetings per week.

Limited to 25 students. Omitted 2009-10. Professor K. Sweeney.

35. Art and Architecture of Europe from 1400 to 1800. (Offered as Art 35 and European Studies 38.) This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the oeuvre of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands.

Limited to 30 students. Fall semester. Professor Courtright.

37. American Art and Architecture, 1600 to Present. Through the study of form, content, and context (and the relationship among these categories) of selected works of painting, architecture, and sculpture made in colonial America and the United States from the seventeenth to the twentieth century, this course will probe changing American social and cultural values embodied in art. We will study individual artists as well as thematic issues, with particular attention to the production and reception of art in a developing nation, the transformation of European architectural styles into a new environment, the construction of race in ante- and post-bellum America, and the identification of an abstract style of art with the political ascendance of the United States after World War II. Introductory level.

Limited to 35 students. Spring semester. Professor Clark.

38. Visual Arts and Orature in Africa. (Offered as Black Studies 43 [A] and Art 38.) In the traditionally non-literate societies of Africa, verbal and visual arts constitute two systems of communication. The performance of verbal art and the display of visual art are governed by social and cultural rules. We will examine the epistemological process of understanding cultural symbols, of visualizing narratives, or proverbs, and of verbalizing sculptures or designs. Focusing on the Yoruba people of West Africa, the course will attempt to interpret the language of their verbal and visual arts and their interrelations in terms of cultural cosmologies, artistic performances, and historical changes in perception and meaning. We will explore new perspectives in the critical analysis of African verbal and visual arts, and their interdependence as they support each other through mutual references and allusions.

Fall semester. Professor Abiodun.

45. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from Goya, David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent historical and theoretical secondary sources.

Limited to 30 students. Omitted 2009-10. Professor Staller.

48. Arts of Japan. (Offered as Art 48 and Asian 23 [J].) A survey of the history of Japanese art from neolithic times to the present. Topics will include Buddhist art and its ritual context, the aristocratic arts of the Heian court, monochromatic ink painting and the arts related to the Zen sect, the prints and paintings of the Floating World and contemporary artists and designers such as Ando Tadao and Miyake Issey. The class will focus on the ways Japan adopts and adapts foreign cultural traditions. There will be field trips to look at works in museums and private collections in the region.

Spring semester. Professor Morse.

49. Survey of African Art. (Offered as Art 49 and Black Studies 46 [A].) An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Spring semester. Professor Abiodun.

50. The Monastic Challenge. This course aims to be a visually and spatially attentive search for the 'art' of the monastic and cathedral masterpieces of medieval France. First, by learning how to recognize, define, and respond to the artistic values embodied in several "romanesque" and "gothic" monuments including the Abbeys of Fontenay, Vézelay and Mont St. Michel and the Cathedrals of Laôn, Paris, Chartres, Amiens and Reims, we will try to engage directly (e.g., architecturally and spatially) the human aspiration these structures embody. Secondly, with the help of two literary masterpieces from the period, *The Song of Roland* and *Tristan and Isolde*, we will discover that the heart of the "monastic" challenge to our own era is not the common opposition of the medieval and modern worlds, but rather the recognition of the potential diminishment of 'art' by an exclusively ratiocinated view of all reality. The tragic love affair of Eloise and Peter Abelard will dramatize a vital existential dilemma too easily forgotten that always (but especially in our time) threatens 'art,' human compassion and spirituality. Our goal is to reclaim the poetic potential of the word "cathedral." Two class meetings per week.

Fall semester. Professor Upton.

HISTORY OF ART: UPPER-LEVEL COURSES

51. Renaissance Art in Italy. (Offered as Art 51 and European Studies 44.) This course treats painting, sculpture, and architecture of the art historical periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. It will dwell upon works by artists such as Giotto, Donatello, Botticelli, Leonardo, Raphael, Bramante, Michelangelo, and Titian in the urban centers of Florence, Rome, and Venice, art produced for patrons ranging from Florentine merchants and monks to Roman princes and pontiffs. The art itself—portraits, tombs, altarpieces, cycles of imagined scenes from history, palaces, churches, civic monuments—ranges from gravely restrained and intentionally simple to monumental, fantastically complex or blindingly splendid, and the artists themselves range from skilled artisans to ever more sought-after geniuses. Emphasis will be upon the way the form and content of each type of art conveyed ideas concerning creativity, originality, and individuality, but also expressed ideals of devotion and civic virtue; how artists dealt with the revived legacy of antiquity to develop an original visual language; how art imparted the values of its patrons and society, but also sometimes conflicted with them; and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course, based on lectures but regularly incorporating discussion, will examine in depth selected works, and will analyze contemporary attitudes toward art of this period through study of the art and the primary sources concerning it. Upper level.

Requisite: One other art history course or consent of the instructor. Omitted 2009-10. Professor Courtright.

53. Dutch and Flemish Painting (The Art of Beholding). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to reaffirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Spring semester. Professor Upton.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Offered as Art 56 and European Studies 56.) After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and the Spanish Netherlands—as well as engaging the cultural, social, and intellectual framework for their accomplishments. Upper level.

Requisite: One other course in art history or consent of the instructor. Limited to 25 students. Spring semester. Professor Courtright.

62. From Edo to Tokyo: Japanese Art from 1600 to the Present. (Offered as Art 62 and Asian 38 [J].) In 1590 the Tokugawa family founded its provincial headquarters in eastern Japan. By the eighteenth century, this castle town, named Edo (now known as Tokyo), had become the world's largest city. This class will focus on the appearance of artistic traditions in the new urban center and compare them with concurrent developments in the old capital of Kyoto. Topics of discussion will include the revival of classical imagery during the seventeenth century, the rise of an urban bourgeois culture during the eighteenth century, the conflicts brought on by the opening of Japan to the West in the nineteenth century, the reconstruction of Tokyo and its artistic practices after the Second World War, and impact of Japanese architecture, design and popular culture over the past twenty years.

Omitted 2009-10. Professor Morse.

66. Sacred Images and Sacred Space: The Visual Culture of Religion in Japan. (Offered as Art 66 and Asian 61.) An interdisciplinary study of the visual culture of the Buddhist and Shinto religious traditions in Japan. The class will examine in depth a number of Japan's most important sacred places, including Ise Shrine, Tôdaiji, Daitokuji and Mount Fuji, and will also look at the way contemporary architects such as Andô Tadao and Takamatsu Shin have attempted to create new sacred places in Japan today. Particular emphasis will be placed on the ways by which the Japanese have given distinctive form to their religious beliefs through architecture, painting and sculpture, and the ways these objects have been used in religious ritual.

Omitted 2009-10. Professor Morse.

70. African Art and the Diaspora. (Offered as Art 70 and Black Studies 45 [D].) The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

Fall semester. Professor Abiodun.

71. American Art at the Mead. This course focuses on the study of selected works from the Mead's collection of American art. Students will encounter at first hand paintings and sculpture by such artists as John Singleton Copley, Charles Willson Peale, Thomas Cole, W. H. Rinehart, Winslow Homer, Thomas Eakins, Robert Henri, and Paul Manship. By looking closely and reading widely, students will learn to engage these works of art from various perspectives. While our emphasis will be on their historical contexts, we will consider the way the museum shapes our understanding of a work of art. Class discussion, student presentations, short written assignments, and a research project are expected. Two class meetings per week, one of which will be at the museum.

Requisite: One art history course or consent of the instructor. Limited to 12 students. Omitted 2009-10. Professor Clark.

SPECIAL COURSES

80. Museums and Society. This course considers how art museums reveal the social and cultural ideologies of those who build, pay for, work in, and visit them. We will study the ways in which art history is (and has been) constructed by museum acquisitions, exhibitions, and installation and the ways in which museums are constructed by art history by looking at the world-wide boom in museum architecture, and by examining curatorial practice and exhibition strategies as they affect American and Asian art. We will analyze the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication. The seminar will incorporate visits to art museums and opportunities for independent research. One meeting per week.

Limited to 25 students. Spring semester. Professors Clark and Morse.

83. The Tea Ceremony and Japanese Culture. (Offered as Art 83 and Asian 19.) An examination of the history of *chanoyu*, the tea ceremony, from its origins in the fifteenth century to the practice of tea today. The class will explore the various elements that comprise the tea environment—the garden setting, the architecture of the tea room, the forms of tea utensils, and the elements of the *kaiseki* meal. Through a study of the careers of influential tea masters and texts that examine the historical, religious, and cultural background to tea culture, the class will also trace how the tea ceremony has become a metaphor for Japanese culture and Japanese aesthetics both in Japan and in the West. There will be field trips to visit tea ware collections, potters and tea masters. Two class meetings per week.

Limited to 20 students. Fall semester. Professor Morse.

84. Women and Art in Early Modern Europe. (Offered as Art 84 and Women's and Gender Studies 06.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery, and how these images influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty

Limited to 15 students. Omitted 2009-10. Professor Courtright.

85. Witches, Vampires and Other Monsters. (Offered as Art 85 and Women's and Gender Studies 10.) This course will explore the construction of the monstrous, over cultures, centuries and disciplines. With the greatest possible historical and cultural specificity, we will investigate the varied forms of monstrous creatures, their putative powers, and the explanations given for their existence—as we attempt to articulate the kindred qualities they share. Among the artists to be considered are Bosch, Valdés Leal, Velázquez, Goya, Munch, Ensor, Redon, Nolde, Picasso, Dalí, Kiki Smith, and Cindy Sherman. Two class meetings per week.

Limited to 25 students. Omitted 2009-10. Professor Staller.

SEMINARS

91. Topics in Art and the History of Art. Two topics will be offered in the fall semester 2009-10.

01. THE ART OF BEHOLDING. What would it be like to "Behold" with a work of art—that is, to engage its human realization according to its unique and shared embodiment—rather than merely or exclusively observe, analyze or situate it culturally and historically? This seminar will offer a working hypothesis concerning the definition and integrative potential of "Beholding" with the "art"of a work of art and provide each member of the seminar the opportunity to test and experience this hypothesis by way of a semester-long encounter with one painting of their own choosing, culminating in a sustained direct experience with this painting. In sharing the progress of each encounter during our class meetings, we will aim to re-imagine together contemplative action as the highest aspiration of human being.

Limited to 12 students. Fall semester. Professor Upton.

02. COLLABORATIVE ART: PRACTICE AND THEORY OF WORKING WITH A COMMUNITY. This course will examine the approaches of various contemporary artists to creating collaborative work. Over the last two decades a growing number of artists have adopted a mode of working that is radically different from the usual modernist model. These artists are working as collaborators with people or groups outside the world of art—with children, senior citizens, sanitation workers, or residents of a particular neighborhood. The artists often create work with, not for a community, and share decision making with people not ordinarily given a place in the world of museums or other art world sites. The results are artworks that express a variety of social and aesthetic positions. In general, the work is intertwined with progressive educational philosophies and radical democratic theory.

Some of the issues examined will be: What is the special attraction for artists of working collaboratively? What are the roles of the artist, community, and audience? How does one attribute quality or success to collaborative projects? What is the relationship between process and product? This course will examine the work of artists working in various media, including Ewald's methods for working with children in photography and Rick Lowe's transformative practice of working with communities. Students will work on a public art project designed by Lowe with communities in the Amherst area. The economies of giving will be the focus of a space or event in which community members can discuss goals and problems. Weekly class discussions will provide students the opportunity to reflect upon their own experiences and observations as artists. They will also read about and discuss collaboration, social issues, and pedagogy as it relates to the people they will be working with.

Requisite: One course in practice of art. Limited to 12 students. Fall semester. Visiting Artist Ewald.

92. Topics in Art and the History of Art. One topic will be offered in the spring semester 2009-10.

01. COMEDY AS ARTISTIC STRATEGY. This course is structured around the tropes of comedic aesthetics: stand-up, slapstick, situations, puns, pratfalls, and pity. Taking aesthetic and thematic cues from comedians and funny situations rather than from a specific artistic medium or technique, students will utilize video, audio, photographs, diagrams, performance, and sculptural props to create and document new artworks that are informed by the aesthetics and practices of humor. Concurrent threads of pathos, performance, identity, and language will also be explored in examples of historical and contemporary artworks dealing with humor and, especially, examples of historical and contemporary comedic performance and broadcast. Weekly screenings and readings will be organized by type of comedic strategy or format (stand-up, slapstick, ensemble, wordplay, radio/audio recording, television, concrete comedy, skits/sketches, parody, impressions, etc.). Projects will include self-directed and collaborative artworks, exercises, field recordings, and texts. In addition, there will be a class website which will serve as exhibition space and site of experimentation for the distribution and creation of these funny (or sad, as the case may be) artworks.

Priority given to seniors and art majors. Limited to 15 students. Spring semester. Visiting Artist-in-Residence Rafferty.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to seniors with consent of the Department. Fall and spring semesters. The Department.

97, 97H, 98, 98H. Special Topics. Full or half course.

Fall and spring semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb (Chair), Dennerline, Morse, and Tawa*; Assistant Professors Maxey, Ringer, Van Compernolle†, and Zamperini; Visiting Associate Professor Yamamoto; Professor Emeritus Reck, Senior Lecturers Kayama, Li, Miyama, Shen, and Teng; Five College Lecturer in Japanese Brown; Five College Lecturer in Arabic Hasnaoui.

Affiliated Faculty: Professor Basu, Associate Professor Heim, Assistant Professor C. Dole.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies, and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge presuppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asia and the West.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses dealing with Asia, exclusive of first-year language courses. A major's courses must include an area concentration (see below), a Colloquium on Asia (Asian 31), and designated courses taught by area specialists broadly covering history and culture in two of the three geographic areas outside the area of concentration. Courses designated to fulfill the area distribution requirement are marked in the list of courses with [C] for China, [J] for Japan, [SA] for South Asia, and [WA] for West Asia. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B– grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

Area Concentration. Prospective majors should consult with a member of the department as early as possible to plan a concentration. The concentration, which must be approved by the advisor, will include a language and at least three non-language courses dealing entirely or substantially with the chosen area of concentration. Advisors encourage students to enroll in relevant courses in the disciplines as well.

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*On leave 2009-10.
†On leave fall 2009-10.

Comprehensive Evaluation. Majors fulfill the comprehensive requirement by successfully completing ASLC-31: Asian Studies Colloquium.

Departmental Honors Program. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the nine required courses, enroll in Asian 77 and 78.

Study Abroad. The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

15. Introduction to Buddhist Traditions. (Offered as Religion 23 and Asian 15 [SA].) This course is an introduction to the diverse ideals, practices, and traditions of Buddhism from its origins in South Asia to its geographical and historical diffusion throughout Asia and, more recently, into the west. We will explore the Three Jewels—the Buddha, the Dharma, and the Sangha—and how they each provide refuge for those suffering in samsara (the endless cycle of rebirth). We will engage in close readings of the literary and philosophical texts central to Buddhism, as well as recent historical and anthropological studies of Buddhist traditions.

Fall semester. Professor Heim.

19. The Tea Ceremony and Japanese Culture. (Offered as Art 83 and Asian 19.) An examination of the history of *chanoyu*, the tea ceremony, from its origins in the fifteenth century to the practice of tea today. The class will explore the various elements that comprise the tea environment—the garden setting, the architecture of the tea room, the forms of tea utensils, and the elements of the *kaiseki* meal. Through a study of the careers of influential tea masters and texts that examine the historical, religious, and cultural background to tea culture, the class will also trace how the tea ceremony has become a metaphor for Japanese culture and Japanese aesthetics both in Japan and in the West. There will be field trips to visit tea ware collections, potters and tea masters. Two class meetings per week.

Limited to 20 students. Fall semester. Professor Morse.

20. Reinventing Tokyo: The Art, Literature, and Politics of Japan's Modern Capital. [J] Tokyo is the political, cultural, and economic center of Japan, the largest urban conglomeration on the planet, holding 35 million people, fully one fifth of Japan's population. Since its founding 400 years ago, when a small fishing village became Edo, the castle headquarters of the Tokugawa shoguns, the city has been reinvented multiple times—as the birthplace of Japan's early modern urban bourgeoise culture, imperial capital to a nation-state, center of modern consumer culture, postwar democratic exemplar, and postmodern metropolis. The course will focus on the portrayals of Tokyo and its reinventions in art, literature, and politics from the end of the Edo period to the present day. It will examine the changes that took place as the city modernized and Westernized in the Meiji era, became the center of modern urban life in Japan before the Second World War, and rebuilt itself as part of the country's economic miracle in the postwar era. As the largest human cultural creation in Japan, one that endured political upheavals, fires, earthquakes, fire-bombings and unbridled development, Tokyo has always been a complex subject. The course will use that complexity to consider how to analyze an urban environment that draws upon Japan's long history, yet which is also one of the most modern in Asia.

Preference to majors and students with an interest in urban studies. Limited to 25 students. Fall semester. Professors Maxey and Morse.

21. Traditional Japanese Literature. [J] This course is an introduction to traditional Japanese literature from the beginning of Japan's written language to the early commercialization of literature around 1800. The course is organized thematically, but will move in chronological fashion. Whether dealing with tales of courtly romance, the stirring account of the Genpei War in *The Tale of the Heike*, 17-syllable haiku poems, or the explosively popular play, *Chûshingura* (the famous story of the 47 *rônin*), special emphasis will be placed throughout the term on the communal production/consumption of literature, which is one of the distinctive features of artistic life in premodern Japan. This course assumes no prior knowledge of Japan or Japanese, and all texts are taught using English translations.

Limited to 20 students. Omitted 2009-10. Professor Van Compernolle.

22. Indian Civilization. (Offered as Anthropology 21 and Asian 22 [SA].) A general introduction to Indian civilization. The course will survey South Asia's most important social, political, and religious traditions and institutions. It will emphasize the historical framework within which Indian civilization has developed its most characteristic cultural and social patterns. This course is designed for students who are new to South Asia, or for those who have some knowledge of South Asia but have not studied it at the college level.

Fall semester. Professor Babb.

23. Arts of Japan. (Offered as Art 48 and Asian 23 [J].) A survey of the history of Japanese art from neolithic times to the present. Topics will include Buddhist art and its ritual context, the aristocratic arts of the Heian court, monochromatic ink painting and the arts related to the Zen sect, the prints and paintings of the Floating World and contemporary artists and designers such as Ando Tadao and Miyake Issey. The class will focus on the ways Japan adopts and adapts foreign cultural traditions. There will be field trips to look at works in museums and private collections in the region.

Spring semester. Professor Morse.

24. Chinese Civilization to 1800. (Offered as History 15 [AS^P] and Asian 24 [C].) A survey of Chinese history from ancient times to the eighteenth century. We will focus on texts and artifacts to explore the classical roots and historical development of Chinese statecraft, philosophy, religion, art, and literature. Using these media for evidence, we will trace the histories of inter-state relations, imperial institutions, global commerce, and family-based society through the ancient Han empire, the great age of Buddhism, the medieval period of global trade, and the Confucian bureaucratic empires that followed the Mongol world conquest. We will also compare these histories to those of European and other civilizations, considering Chinese and non-Chinese views of the past. Readings include the *Analects of Confucius* and other Confucian and Daoist texts, Buddhist tales and early modern fiction, selections from the classic *Records of the Grand Historian (Shiji)*, and Jonathan Spence's *Emperor of China: Self-portrait of Kangxi.* Two class meetings per week.

Fall semester. Professor Dennerline.

25. Japanese History to 1700. (Offered as History 17 [AS^P] and Asian 25 [J].) This course surveys the history of the Japanese archipelago from pre-history to the early-1700s. We will examine critical themes in early Japanese history, including the rise of the Yamato court, influences from the Chinese continent and Korean peninsula, the aristocratic culture of the Heian court, the emergence of samurai rule, as well as the civil wars and cosmopolitanism of the sixteenth century. We will conclude with the pacification of the realm under the Tokugawa shoguns in the seventeenth century and the rise of a vibrant urban culture in the early-eighteenth century. We will read eighth-century mythology, Heian court literature, chronicles of war, as well as religious and philosophical texts, asking how they refract the diverse experiences of early Japanese history. Classes will entail lectures coupled with close readings and discussion. Requirements include short response papers and topical essays. Three class meetings per week.

Fall semester. Professor Maxey.

26. Middle Eastern History: 600-1800. (Offered as History 19 [ME^P] and Asian 26 [WA].) This course surveys the history of the Middle East from the outset of the Islamic period to the beginning of the modern period. It is divided into the following segments: the formative period of Islam, the classical caliphates, the classical courts, the Mongols, and the great empires of the Ottomans and the Safavids. The course is organized chronologically and follows the making and breaking of empires and political centers; however, the focus of the course is on the intellectual, social, cultural and religious developments in these periods. Two class meetings per week.

Omitted 2009-10. Professor Ringer.

27. Fictions of Desire: The Demimonde in Japan. [J] This course explores the demimonde—the world of prostitutes, geisha, and hostesses—in Japan from the seventeenth century to the present. In Japan, in particular, the demimonde has been the focus of much artistic work that is revealing of larger social concerns. Besides being the central node of the sex trade, the demimonde also functions as a site where society explores the effects of desire on the social order, projects its fantasies about male/female relations, and turns certain types of female roles into symbols of "Woman" in general. The goals of this course are to learn how the demimonde arose, how it has been transformed over time, how women have been positioned within it, and how it interfaces with the wider social world. We will use narrative fiction, film, historical scholarship, autobiography, art, theatrical works, and anthropology so that we gain a nuanced and complete picture of this unique milieu. No prior knowledge of Japan or Japanese is required, and students in Asian studies, Women's Studies, Cultural Studies, Comparative Literature, and other disciplines are welcome.

Limited to 20 students. Omitted 2009-10. Professor Van Compernolle.

28. The Dao of Sex: Sexuality in China, Past and Present. (Offered as Asian 28 [C] and Women's and Gender Studies 05.) This survey course will focus on sexual culture in China, from pre-Qin times to the present. Using various sources such as ancient medical texts, Daoist manuals, court poetry and Confucian classics, paintings and illustrated books, movies and documentaries, as well as modern and pre-modern fiction written both in the classic and vernacular languages, we will explore notions of sex, sexuality, and desire. Through the lens of cultural history and gender studies, we will try to reconstruct the genealogy of the discourses centered around sex that developed in China, at all levels of society, throughout 5,000 years. Among the topics covered will be sexual yoga, prostitution, pornography, and sex-tourism.

Limited to 25 students. Omitted 2009-10. Professor Zamperini.

29. Fashion Matters: Clothes, Bodies and Consumption in East Asia. (Offered as Asian 29 and Women's and Gender Studies 13.) This course will focus on both the historical and cultural development of fashion, clothing and consumption in East Asia, with a special focus on China and Japan. Using a variety of sources, from fiction to art, from legal codes to advertisements, we will study both actual garments created and worn in society throughout history, as well as the ways in which they inform the social characterization of class, ethnicity, nationality, and gender attributed to fashion. Among the topics we will analyze in this sense will be hairstyle, foot-binding and, in a deeper sense, bodily practices that inform most fashion-related discourses in East Asia. We will also think through the issue of fashion consumption as an often-contested site of modernity, especially in relationship to the issue of globalization and world-market. Thus we will also include a discussion of international fashion designers, along with analysis of phenomena such as sweatshops.

Limited to 20 students. Fall semester. Professor Zamperini.

30. India in Film: Hollywood, Bollywood, Mollywood. [SA] A study of selected films from India, Europe, and the United States ranging from popular cinema *(Dil Se, Om Shanti Om, Kal Ho Na Ho, Gunga Din, Gandhi, Passage to India)* to art cinema (Satyajit Ray's *Apu Trilogy, Charulata, Salaam Bombay, Water*). In which ways are the themes, characters, plot, structures and techniques of the films culturally specific? Using Edward Said's book *Orientalism* as a starting point, this course will explore how Western films deal with the exotic and, conversely, how Indian films present the idea of Self and reaffirm (or contradict) the ideals and values of Indian society.

Limited to 30 students. Spring semester. Professor Emeritus Reck.

31. Asian Studies Colloquium: 2020—Imagining Boundaries. A close study of a focused topic that has broad significance in Asian Studies. Normally to be team-taught by two faculty of the department. The approach will be multidisciplinary; the goal of the course will be to explore a subject of interest in Asian Studies that also has suggestive implications for issues in the humanities and social sciences.

The human mind seems infinitely creative in its effort to imagine boundaries between peoples. Human society seems just as infinitely creative in constructing barriers and breaking them down. Ancient Chinese rulers built walls to define the boundary between the states they imagined to be civilized and the nomads that threatened them. Modern European and American diplomats have drawn borders across the Middle East to distinguish what they imagine to be coherent nations in an international community of nations. Great religions and lesser sects, nomads, sojourners, and musicians have crossed these boundaries and drawn alternative ones around themselves, sometimes challenging and sometimes reinforcing political divisions already in place. Beginning with current events and reaching into the past, we will examine a variety of cases—political, religious, and cultural—in which imagining boundaries and crossing lines have enhanced or reduced major conflicts. Student input will play a major role in determining the content. Possible areas of inquiry include Iraq, Iran, Kashmir, Tibet, Islam in Southeast Asia, Buddhist international relief efforts, the Taiwan problem, and historical influences such as the Mongol expansion, religious pilgrimage, piracy, and Pan-Asianism in Japan.

Limited to 30 students. Spring semester. Professors Dennerline and Ringer.

33. Modern and Contemporary Japanese Literature. [J] This course is an introduction to modern and contemporary Japanese literature through readings and discussions of short stories, novels, drama, and poetry from mainland Japan and Okinawa. The course deals with both literary and cultural issues from around 1800 to the present day, with particular emphasis placed on how literature has reflected and responded to the vertiginous transformations undergone by Japan in the last two centuries: the rise of a commercial economy, the encounter with the West, rapid modernization and the emergence of consumer culture, imperial expansion, war, defeat, democratization, and finally vaulting back onto the world stage as a postmodern economic superpower. This course assumes no prior knowledge of Japan or Japanese, and all texts are taught using English translations.

Limited to 20 students. Spring semester. Professor Van Compernolle.

34. Japan on Screen. [J] Is the concept of national cinema useful in the age of globalization? Given the international nature of cinema at its inception, was it ever a valid concept? In this course, we will consider how the nation is represented on screen as we survey the history of film culture in Japan, from the very first film footage shot in the country in 1897, through the golden age of studio cinema in the 1950s, to important independent filmmakers working today. While testing different theories of national, local, and world cinema, we will investigate the Japanese film as a narrative art, as a formal construct, and as a participant in larger aesthetic and social contexts. This course includes the major genres of Japanese film and influential schools and movements. Students will also learn and get extensive practice using the vocabulary of the discipline of film studies. This course assumes no prior knowledge of Japan or Japanese, and all films have English subtitles.

Limited to 20 students. Omitted 2009-10. Professor Van Compernolle.

36. A History of Love: Chinese Romance in Time. (Offered as Asian 36 [C] and Women's and Gender Studies 30.) The course will deal with the world of romance in traditional Chinese culture. Following the thematic arrangement found in the seventeenth-century text *Qingshi, A History of Love*, an encyclopedic work about the various forms love can take, we will read and analyze stories, novels, poetry and plays (in their English translation) from different historical periods. Our aim shall be to try and draw together all of the discourses circulating about the experience of passion, love and lust from the Tang dynasty up until the early twentieth century. If time allows, we will engage in comparisons with other East Asian traditions as well as with the Western traditions of romance, with the goal to generate meaningful cross-cultural exchanges.

Omitted 2009-10. Professor Zamperini.

38. From Edo to Tokyo: Japanese Art from 1600 to the Present. (Offered as Art 62 and Asian 38 [J].) In 1590 the Tokugawa family founded its provincial headquarters in eastern Japan. By the eighteenth century, this castle town, named Edo (now known as Tokyo), had become the world's largest city. This class will focus on the appearance of artistic traditions in the new urban center and compare them with concurrent developments in the old capital of Kyoto. Topics of discussion will include the revival of classical imagery during the seventeenth century, the rise of an urban bourgeois culture during the eighteenth century, the conflicts brought on by the opening of Japan to the West in the nineteenth century, the reconstruction of Tokyo and its artistic practices after the Second World War, and impact of Japanese architecture, design and popular culture over the past twenty years.

Omitted 2009-10. Professor Morse.

39. Asia Pop!. How do globalization and post-modernity alter how we must think of cultural production? How do we grasp the seeming contradiction between the movement of people, images, and technologies without regard for national borders, on the one hand, and the increasing fragmentation of the world into enclaves of difference? As a way to frame such issues, this course will examine popular culture in China and Japan. Paying due attention to the local meaning of popular culture and to its export to and reception in other countries, we will study such varied forms as kung fu films, anime, television, manga, toys, music, fashion, sports, and mass-produced art, in order to grapple with topics such as the transnational flow of cultural products, the cultural coding of commodities, gender construction, the otaku phenomenon, the commodification of political icons, the impact of technology on subjectivity and the body, and millennial visions of utopia and dystopia.

Limited to 20 students. Spring semester. Professors Van Compernolle and Zamperini.

40. Flowers in the Mirror: Writing Women in Chinese Literature. (Offered as Asian 40 [C] and Womens' and Gender Studies 40.) The focus of this course will be texts written by women throughout the course of Chinese history. We will deal with a wide range of sources, from poetry to drama, from novels and short stories to nüshu (the secret script invented by peasant women in a remote area of Hunan province), from autobiographies to cinematic discourse. We will address the issue of women as others represent them and women as they portray themselves in terms of gender, sexuality, social class, power, family, and material culture. We will try to detect the presence and absence of female voices in the literature of different historical periods and to understand how those literary works relate to male-authored literary works. In addition to primary sources, we will integrate theoretical work in the field of pre-modern, modern and contemporary Chinese literature and culture.

Fall semester. Professor Zamperini.

41. Anthropology and the Middle East. (Offered as Anthropology 31 and Asian 41 [WA].) In an era where "terrorism" has eclipsed the nuclear fears of the Cold War and become associated with a radicalism that is portrayed as at once militant, anti-Western, and bound to a particular region (the Middle East) and religion (Islam), the task of this seminar—to examine the everyday realities of people living throughout the Middle East—has become all the more critical. Beginning with an historical eye toward the ways that the "West" has discovered, translated, and written about the "Orient," this seminar will use anthropological readings, documentary film, and literary accounts to consider a range of perspectives on the region commonly referred to as the Middle East. Rather than attempting a survey of the entire region, the course will take a thematic approach and explore such topics as: Islam and secularism, colonialism and postcoloniality, gender and political mobilization, media and globalization, and the politics and ethics of nation building. As an anthropology course, the class will take up these themes through richly contextualized accounts of life within the region. While it is recognized that the Middle East is incredibly heterogeneous, particular attention will given to the influence and role of Islam. By the end of the seminar, students will have gained a broad understanding of some of the most pressing issues faced within the area, while at the same time grappling with advanced theoretical readings. No previous knowledge of the Middle East is assumed.

Limited to 25 students. Spring semester. Professor C. Dole.

45. Japan as Empire, 1895-1945. (Offered as History 55 [AS] and Asian 45 [J].) As Japan pursues a permanent seat on the United Nations Security Council today, its past as a multi-ethnic empire looms large in East Asia. Japan acquired its first colonial territory following the Sino-Japanese War of 1895, and until its defeat in 1945 the acquisition and administration of a colonial empire shaped Japanese life at all levels. Post-1945 history has tended to sequester the experience of empire as an aberration that belonged only to the domain of international relations. Challenging such a view, this course asks how imperialism was intimately related to Japan's modern politics, economic development, and cultural production. We will first consider the origin and acquisition of an empire, then examine how securing and administering that empire produced its own logic for expansion. Throughout, we will ask how a colonial-empire, with its complex identity politics, shaped the Japanese experience. Course materials will include literature and film, as well as scholarship and primary documents. Two class meetings per week.

Omitted 2009-10. Professor Maxey.

46. Modern China. (Offered as History 16 [AS] and Asian 46 [C].) A survey of Chinese history from the Manchu conquest of 1644 to the present. Beginning with the successes and failures of the imperial state as it faced global economic development, expanding European empires, and internal social change, we will study the Opium War, massive nineteenth-century religious rebellions, Republican revolution and state-building, the "New Culture" movement, Communist revolution, the anti-Japanese war, Mao's Cultural Revolution, and the problems of post-Mao reform, all with comparative reference to current events. Readings, which include a wide variety of documents such as religious and revolutionary tracts, eye-witness accounts, memoirs, and letters, are supplemented by interpretive essays and videos. Two class meetings per week.

Spring semester. Professor Dennerline.

47. Modern Japanese History from 1800 to the 2000s. (Offered as History 18 [AS] and Asian 47 [J].) This course surveys the modern history of the Japanese archipelago, from the late-Tokugawa period through the rise of the modern Meiji nation-state, colonial expansion and total war. We will conclude with the postwar economic recovery and the socio-political challenges facing the Japanese nation-state in the early-2000s. Through primary documents, fiction, and film, we will explore themes including the disestablishment of the samurai class, industrialization, imperialism, feminism, nationalism, war, democracy, and consumerism. Classes will consist of lectures along with close readings and discussions. Requirements include short response papers and topical essays. Three class meetings per week.

Spring semester. Professor Maxey.

48. The Modern Middle East: 1800-Present. (Offered as History 20 [ME] and Asian 48 [WA].) This course surveys the history of the Middle East from 1800 to the present. The focus is on the political, social and intellectual trends involved in the process of modernization and reform in the Middle East. General topics include the Ottoman Empire and its "decline," the impact of European imperialism and colonialism, programs of modernization and reform, the construction of nationalism and national identities, Islamism, development and contemporary approaches to modernity. This class is writing intensive. Two class meetings per week.

Fall semester. Professor Ringer.

49. China in the World, 1895-1919. (Offered as History 57 [AS] and Asian 49 [C].) In 1895 the emergent Japanese empire imposed a humiliating defeat on the declining Qing empire in China, began the colonization of Korea and Taiwan, and set in motion the reformist and revolutionary trends that would shape the political culture of the Chinese nation in later times. In 1919, concessions by the Chinese warlord regime in Beijing to Japan at Versailles sparked the student movement that would further radicalize the political culture and ultimately divide the nation politically between Nationalist and Communist regimes. This course focuses on the intellectual, cultural, political, and economic issues of the era in between, when, despite the weakness of the state, the creative visions and efforts of all informed people were in line with those of progressives throughout the world. We will explore these visions and efforts, with special reference to national identities, civil society, and global integration, and we will consider their fate in wartime, Cold War, and post-Cold War Asia. Two class meetings per week.

Fall semester. Professor Dennerline.

50. Religion, Society, and Politics in Greater China. (Offered as History 58 [AS] and Asian 50 [C].) This course will introduce the student to Chinese religions, but the focus is less on religious doctrine or sacred texts than on religious beliefs, related social practices, and politics in Chinese communities past and present. We will read, think, talk, and write about ancient and modern Chinese world views, the development and interactions among the main religious traditions in China over time, local cults, family rituals, spirit possession, popular culture, Christianity, Maoism, and new religions in social and political context. We will engage in theoretical and interpretive discussions about these subjects with the help of historians, anthropologists, religious scholars, and political theorists. The course title refers to "Greater China" because our subject will not be limited to the Chinese mainland but will include Chinese and culturally mixed communities in Taiwan, Southeast Asia, and the U.S. as well. Two class meetings per week.

Omitted 2009-10. Professor Dennerline.

55. Early Islam: Construction of an Historical Tradition. (Offered as History 60 [ME^P] and Asian 55 [WA].) This course examines in depth the formative period of Islam between c. 500-680. Using predominantly primary material, we will chart the emergence, success, and evolution of Islam, the Islamic community, and the Islamic polity. The focus of this course is on understanding the changing nature over time of peoples' understanding of and conception of what Islam was and what Islam implied socially, religiously, culturally and politically. We concentrate on exploring the growth of the historical tradition of Islam and its continued contestations amongst scholars today. This course will familiarize students with the events, persons, ideas, texts and historical debates concerning this period. It is not a course on the religion or beliefs of Islam, but a historical deconstruction and analysis of the period. *This class is writing intensive*. Two class meetings per week.

Admission with consent of the instructor. Not open to first-year students. Limited to 15 students. Omitted 2009-10. Professor Ringer.

56. The Islamic Mystical Tradition. (Offered as Religion 53 and Asian 56) This course is a survey of the large complex of Islamic intellectual and social perspectives subsumed under the term Sufism. Sufi mystical philosophies, liturgical practices, and social organizations have been a major part of the Islamic tradition in all historical periods, and Sufism has also served as a primary creative force behind Islamic aesthetic expression in poetry, music, and the visual arts. In this course, we will attempt to understand the various significations of Sufism by addressing both the world of ideas and socio-cultural practices. The course is divided into four modules: central themes and concepts going back to the earliest individuals who identified themselves as Sufis; the lives and works of two medieval Sufis; Sufi cosmology and metaphysics; Sufism as a global and multifarious trend in the modern world.

Spring semester. Professor Jaffer.

58. Buddhist Ethics. (Offered as Religion 27 and Asian 58.) A systematic exploration of the place of ethics and moral reasoning in Buddhist thought and practice. The scope of the course is wide, with examples drawn from the whole Buddhist world, but emphasis is on the particularity of different Buddhist visions of the ideal human life. Attention is given to the problems of the proper description of Buddhist ethics in a comparative perspective.

Spring semester. Professor Heim.

60. Religion and Society in the South Asian World. (Offered as Anthropology 34 and Asian 60 [SA].) Observers have long marveled at the sheer number of separate religious traditions that flourish and interact with each other in South Asia. In this single ethnographic region, the Indian subcontinent, we find Hindus, Muslims, Sikhs, Buddhists, Jains, Christians, Jews, and others as well. Given this extraordinary diversity, South Asia provides an unparalleled opportunity to study interactions among religious systems in a broad range of social and political contexts. This course takes advantage of this circumstance by exploring, in South Asian settings, a variety of theoretical approaches to the study of religion. Among the subjects to be considered are religion and social hierarchy, religion and gender, religious responses to rapid social change, modern religious movements, religion and modern media, religious nationalism, and South Asian religions in diaspora. Although the course focuses on the South Asian region, it is designed to emphasize theoretical issues of current interest to anthropologists and others who study religion from the perspective of social science. While some background in South Asian studies would be helpful, it is not a prerequisite for this course.

Limited to 15 students. Spring semester. Professor Babb.

61. Sacred Images and Sacred Space: The Visual Culture of Religion in Japan. (Offered as Art 66 and Asian 61.) An interdisciplinary study of the visual culture of the Buddhist and Shinto religious traditions in Japan. The class will examine in depth a number of Japan's most important sacred places, including Ise Shrine, Tôdaiji, Daitokuji and Mount Fuji, and will also look at the way contemporary architects such as Andô Tadao and Takamatsu Shin have attempted to create new sacred places in Japan today. Particular emphasis will be placed on the ways by which the Japanese have given distinctive form to their religious beliefs through architecture, painting and sculpture, and the ways these objects have been used in religious ritual.

Omitted 2009-10. Professor Morse.

62. The History and Memory of the Asia-Pacific War. (Offered as History 90 [AS] and Asian 62 [J].) The varied names given to the fifteen years of war conducted by Japan—the Pacific War, the Great East Asian War, the Fifteen-Year War, World War II, and the Asian-Pacific War—suggest a number of conflicting perspectives arise from that war. How has the experience of a fifteen-year war during the 1930s and 1940s shaped memory and history in Japan, East Asia, and the United States? This seminar begins with this broad question and pursues related questions: How are the memory and history of war intertwined in both national and international politics? What forms of memory have been included and excluded from dominant historical narratives and commemorative devices? How does critical historiography intersect with the politics and passions of memory? We will use oral histories, primary documents, film, and scholarship to guide our thoughts and discussions. We will begin with a history of Japan's Fifteen-Year War and move on to prominent debates concerning the history and memory of that war. A reading response journal, short response papers, and a research paper will be required. Students will also serve as discussion initiators. One class meeting per week.

Limited to 15 students. Not open to first-year students. Omitted 2009-10. Professor Maxey.

63. Women in the Middle East. (Offered as History 62 [ME], Asian 63 [WA], and Women's and Gender Studies 62.) The course examines the major developments, themes and issues in women's history in the Middle East. The first segment of the course concerns the early Islamic period and discusses the impact of the Quran on the status of women, the development of Islamic religious traditions and Islamic law. Questions concerning the historiography of this "formative" period of Islamic history, as well as hermeneutics of the Quran will be the focus of this segment. The second segment of the course concerns the 19th- and 20th-century Middle East. We will investigate the emergence and development of the "woman question," the role of gender in the construction of Middle Eastern nationalisms, women's political participation, and the debates concerning the connections between women, gender, and religious and cultural traditions. The third segment of the course concerns the contemporary Middle East, and investigates new developments and emerging trends of women's political, social and religious activism in different countries. The course will provide a familiarity with the major primary texts concerning women and the study of women in the Middle East, as well as with the debates concerning the interpretation of texts, law, religion, and history in the shaping of women's status and concerns in the Middle East today. *This class is conducted as a seminar.* Two class meetings per week.

Limited to 20 students. Spring semester. Professor Ringer.

64. Seminar on Middle Eastern History: Modern Turkey—Modern Iran: From Authoritarian Modernization to Islamic Resistance. (Offered as History 93 [ME] and Asian 64 [WA].) In the early twentieth century Turkey and Iran seemed to be on similar trajectories towards modernization. Turkey and Iran today, however, evidence very different societies, political systems, and relationships to religion and the West. This course will examine the programs of the authoritarian modernizers of the twentieth century in historical context and seek to illuminate the basis of their very different political, cultural and social legacies. Why does Turkey follow a secularism that is intolerant of sartorial freedoms and cultural and religious minorities? Why, in such a secular state, is Turkey experiencing a rise of Islamist movements? Conversely, why does Iran follow an Islamic government that is likewise intolerant of sartorial freedoms and religious minorities? Both claim to be democratic; how and why are these claims validated? What are the roots of their visions of the modern world and where are these societies headed? One class meeting per week.

Preference given to students who have taken at least one course regarding the Middle East. Limited to 20 students. Not open to first-year students. Fall semester. Professor Ringer.

65. Middle Eastern Court Culture. (Offered as History 94 [ME] and Asian 65 [WA].) Middle Eastern court culture—the culture of the royal courts of both pre-Islamic and Islamic kings and royalty—has long been esteemed as an inspiration of visual arts, heroic epics, and poetry. Court culture is also widespread, forming an important shared element in Persian, Arab and Turkish dynasties throughout the centuries. What has been insufficiently appreciated, however, is court culture's rich contribution to political theory, ethics and the role of women in society. This seminar will illuminate these contributions from the pre-Islamic, classical and early modern Middle Eastern court cultures, using both visual arts and texts. The emphasis will be on exploring both their complementarities and tensions with "Islamic" culture as together they form the principle pillars of arts, ethics and political theory in the Middle East. One class meeting per week.

Admission with consent of the instructor. Limited to 15 students. Not open to first-year students. Omitted 2009-10. Professor Ringer.

66. The Monkey, the Outlaws, and the Stone: The Novel in Pre-modern China. (C) This course will be devoted to reading the English translations of the major Chinese novels, from the Ming dynasty *Xiyouji* (*Journey to the West*), to the *Jin Ping Mei* (*The Plum in the Golden Vase*), the *Shui hu zhuan* (*The Water Margins*), to the eighteenth-century novel *Hongloumeng (The Dream of the Red Chamber)*. Due to the length of each individual text, only one major novel will be the focus of the course each time, though we will often include selections from other contemporary and related sources, when relevant to the overall understanding of the text under study. As we read through the novel selected for the semester together, uncovering its richness and complexity, we will in turn address issues such as the place of the novel in traditional Chinese literature; authorship and authority; narrative strategies and plot development; magic and religion; material culture and fashion; class and discrimination; health and disease; femininity, masculinity and their discontents. In addition to the primary source chosen for each semester, representative theoretical work in the field of pre-modern Chinese literature will be incorporated as much as possible.

Spring semester. Professor Zamperini.

69. Theravada Buddhism. (Offered as Religion 26 and Asian 69 [SA].) This course introduces the history and civilization of Theravada Buddhism. The Theravada (the "Doctrine of the Elders") is the dominant form of Buddhism in Sri Lanka, Cambodia, Laos, Thailand, and Myanmar (Burma); in recent decades it has also found a following in other regions in Asia and the west. We will trace the Theravada's origins as one of the earliest sectarian movements in India to its success and prestige as a religious civilization bridging South and Southeast Asia. We will also consider this tradition's encounter with modernity and its various adaptations and responses to challenges in the contemporary world. No previous background in Buddhism is required.

Omitted 2009-10. Professor Heim.

77, 78. Senior Departmental Honors.

Fall and spring semesters.

97, 98. Special Topics. Independent Reading Course.

Fall and spring semesters. Members of the Department.

Arabic

01. First-Year Arabic I. This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary.

Fall semester. Five College Lecturer Hasnaoui.

02. First-Year Arabic II. A continuation of Arabic 01.

Requisite: Arabic 01 or equivalent. Spring semester. Five College Lecturer Hasnaoui.

03. Second-Year Arabic I. This course expands the scope of the communicative approach, as new grammatical points are introduced (irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is placed on reading and writing short passages and personal notes. This second-year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and making substantial use of the language.

Requisite: Arabic 02 or equivalent. Fall semester. Five College Lecturer Hasnaoui.

04. Second-Year Arabic II. Continued conversations at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills.

Requisite: Arabic 03 or equivalent or consent of the instructor. Spring semester. Five College Lecturer Hasnaoui.

97, 98. Special Topics. Independent Reading Course.
Fall and spring semesters. Five College Teachers of Arabic.

Chinese

01. First-Year Chinese I. This course, along with Chinese 02 in the spring semester, is an elementary introduction to Mandarin Chinese offered for students who have no Chinese-speaking backgrounds. The class takes an integrated approach to basic language skills of listening, speaking, reading, and writing, and it emphasizes pronunciation and the tones, Chinese character handwriting, and the most basic structure and patterns of Chinese grammar. The class meets five times per week (lectures on MWF and drill sessions on TTh).

Limited to 30 students. Fall semester. Senior Lecturer Teng.

02. First-Year Chinese II. A continuation of Chinese 01. By the end of the course, students are expected to have a good command of Mandarin pronunciation, the basic grammar structures, an active vocabulary of 700 Chinese characters, and basic reading and writing skills in the Chinese language. The class meets five times per week (lectures on MWF and drill sessions on TTh). This course prepares students for Chinese 05 (Second-year Chinese I).

Requisite: Chinese 01 or equivalent. Limited to 30 students. Spring semester. Senior Lecturer Teng.

03. Heritage Chinese I. An intensive introductory course for heritage language learners who have near-native speaking ability in Chinese with very little or no knowledge in written Chinese. Building upon the students' oral/aural abilities, this course aims to develop students' communicative competence in all four skills, with special emphasis on reading and writing. By the end of the course, students are expected to have a good command of Mandarin pronunciation, part of the basic grammar structures, an active vocabulary of 600 Chinese characters, and basic reading and writing skills in the Chinese language. Three class hours are supplemented by two drill sessions.

Admission with consent of the instructor. Limited to 10 students. Omitted 2009-10. Senior Lecturer Li.

04. Heritage Chinese II. A continuation of Chinese 03, the second intensive introductory course for heritage language learners who have near-native speaking ability in Chinese but want to develop their reading and writing skills. By the end of the course, students are expected to be able to master an active vocabulary of 1,200 Chinese characters, to have a good command of the basic grammar structures and idiomatic expressions, to conduct conversations and discussion with standard Mandarin pronunciation, and to comprehend and write short stories and essays on daily matters in modern Chinese. Three class hours are supplemented by two drill sessions. This course prepares students for Chinese 07 (Third-year Chinese I).

Requisite: Chinese 03 or equivalent. Instructor consent required. Limited to 10 students. Omitted 2009-10. Senior Lecturer Li.

05. Second-Year Chinese I. This course is designed for students who have completed first year Chinese classes. The emphasis will be on the basic grammatical structures. The course reinforces the four skills (listening, speaking, reading and writing) through vigorous drills and practices. There will be three class meetings and two drill sessions each week.

Requisite: Chinese 02 or equivalent. Limited to 28 students, maximum enrollment of 4 students per section. Fall semester. Senior Lecturer Li.

06. Second-Year Chinese II. This course is a continuation of Chinese 05. By the end of the semester, most of the basic grammatical structures will be addressed. This course continues to help students develop higher proficiency level on the four skills. Class will be conducted mostly in Chinese. There will be three meetings and two drill sessions each week. This course prepares students for Chinese 07.

Requisite: Chinese 05 or equivalent. Limited to 28 students, maximum enrollment of 4 students per section. Spring semester. Senior Lecturer Li.

07. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. Expanding of vocabulary and development of reading comprehension will be through different genres of authentic texts. Students will be trained to write short essays on a variety of topics. Three class hours are supplemented by two drill sessions.

Requisite: Chinese 04, 06 or equivalent. Fall semester. Senior Lecturer Shen.

08. Third-Year Chinese II. A continuation of Chinese 07, a modern Chinese reading and writing course at the advanced level. Development of the basic four skills will continue to be stressed. It will emphasize both linguistic competence and communicative competence. Acquisition of additional characters will be through authentic readings of different genres. More training will be given on writing with more precision and details. Three class hours are supplemented by two drill sessions. This course prepares students for Chinese 09.

Requisite: Chinese 07 or equivalent. Spring semester. Senior Lecturer Shen.

09. Fourth-Year Chinese I. This course is designed for students who have completed three years of Chinese at the college level. The emphasis is on building substantial sophisticated vocabulary and reading various genres of writings and literary works like newspaper articles, essays, and short novels, etc. Development of a higher level of proficiency of the four skills will be stressed through class discussions, writing compositions, listening to TV news clips and watching movies that are supplemental to the themes of the reading materials. Class will be conducted entirely in Chinese. There will be two class meetings each week.

Requisite: Chinese 08 or equivalent. Admission with the consent of the instructor. Fall semester. Senior Lecturer Shen.

10. Fourth-Year Chinese II. This course is a continuation of Chinese 09. More advanced authentic texts of different genres of writings and literary works will be introduced to students. Development of a higher level of proficiency of the four skills will be stressed through class discussions, writing compositions, listening to TV news clips and watching movies that are supplemental to the themes of the reading materials. Class will be conducted entirely in Chinese. There will be two class meetings each week.

Requisite: Chinese 09 or equivalent. Admission with consent of the instructor. Spring semester. Senior Lecturer Shen.

97, 98. Special Topics. Independent Reading Course.

Fall and spring semesters. Members of the Department.

Japanese

01. Introduction to the Japanese Language. This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters *(Kanji)*. The course will also introduce the notion of "cultural appropriateness for expressions," and will provide practice and evaluations for all four necessary skills—speaking, listening, reading, and writing. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Fall semester. Lecturer Kayama.

01H. Introduction to the Japanese Language I. This half course is the first-semester of a non-intensive version of Japanese 01, which is offered regularly in the fall semester. This course is designed for interested students to begin their Japanese study in the spring semester in a non-intensive way. The course content is exactly the same as Japanese 01, but this course in the spring semester covers the first half of a regular Japanese 01 course. The subsequent course, Japanese 02H in the fall semester, covers the second half of a regular Japanese 01 course. Upon completion of Japanese 02H in the fall, interested students are eligible to take a regular Japanese 02 in the spring semester, the next level after Japanese 01.

Omitted 2009-10. Professor Tawa and Assistant.

02. Building Survival Skills in Japanese. This course is a continuation of Japanese 01. The course will emphasize active learning by each student in the class by means of the materials in the course website and individualized or small group discussions with the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading, and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, a few hundred new characters *(Kanji)* will be added by reading and writing longer passages. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 01 or equivalent. Spring semester. Lecturer Kayama.

02H. Introduction to the Japanese Language II. This half course is a continuation of Japanese 01H offered in the spring semester and is the spring semester of a non-intensive version of Japanese 01, which is offered regularly in the fall semester. The course content is exactly the same as Japanese 01, but this course covers the second half of a regular Japanese 01 course. Upon completion of this course in the fall semester, interested students are eligible to take the regular Japanese 02 in the spring semester, the next level after Japanese 01.

Requisite: Japanese 01H or equivalent. Omitted 2009-10. Professor Tawa.

03. Review and Progress in Japanese. This course is designed for students who have already begun studying Japanese in high school, other schools, or at home before coming to Amherst, but have not finished learning basic Japanese structures or acquired a substantial number of characters *(Kanji)*. This course is also for individuals whose proficiency levels of the four skills (speaking, listening, reading, and writing) are uneven to a noticeable degree. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Some Japanese instruction in high school, home, or college. Omitted 2009-10. Professor Tawa and the Department.

04. Beyond Basic Japanese. This course is a continuation of Japanese 03. The course will emphasize active learning from each student in the class by the use of the materials on the course website and individual or small group discussions with the instructor. By the end of this course, students are expected to be able to use basic Japanese structures with a substantial vocabulary and to have attained post-elementary speaking, listening, reading, and writing proficiency levels. As for literacy, a few hundred new characters *(Kanji)* will be added by reading and writing longer passages. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 03 or equivalent. Omitted 2009-10. Professor Tawa and the Department.

05. Communicating in Sophisticated Japanese. This course is designed for students who have completed the acquisition of basic structures of Japanese and have learned a substantial number of characters *(Kanji)* and are comfortable using them spontaneously. The course will emphasize the development of all four skills (speaking, listening, reading, and writing) at a more complex, multi-paragraph level. For example, students will be trained to speak more spontaneously and with cultural appropriateness in given situations using concrete as well as abstract expressions on a sustained level of conversation. As for literacy, students will be given practice reading and writing using several hundred characters *(Kanji)*. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 02 or 04, or equivalent. Fall semester. Senior Lecturer Miyama.

06. Experience with Authentic Japanese Materials. This course is a continuation of Japanese 05. The course will provide sufficient practice of reading authentic texts and viewing films to prepare for the next level, Japanese 11, in which various genres of reading and films will be introduced. Throughout the course, the development of more fluent speech and stronger literacy will be emphasized by studying more complex and idiomatic expressions. Acquisition of an additional few hundred characters *(Kanji)* will be part of the course. The class will be conducted mostly in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 05 or equivalent. Spring semester. Senior Lecturer Miyama.

09H. Conquering Kanji I. Japanese uses three different writing systems, one of which is called Kanji, with characters that were borrowed from China. A linguist, R.A. Miller (1986) in his book *Nihongo* (Japanese), writes: "The Japanese writing system is, without question, the most complicated and involved system of script employed today by any nation on earth; it is also one of the most complex orthographies ever employed by any culture anywhere at any time in human history." The difficulty lies not merely in the number of characters that students must learn (roughly a couple of thousand), but also in the unpredictable nature of the ways these characters are used in Japanese. It is not possible in regular Japanese language classes to spend very much time on the writing system because the students must learn other aspects of the language in a limited number of class hours. This writing system is, however, not impossible to learn. In this half course, the students will learn the Japanese writing system historically and metacognitively, in group as well as individual sessions, and aim to overcome preconceived notions of difficulty related to the learning of Kanji. Each student in this class is expected to master roughly 500 Kanji that are used in different contexts.

Requisite: Japanese 01 at Amherst College or its equivalent. Omitted 2009-10. Professor Tawa.

10H. Conquering Kanji II. This half course serves either as continuation of Japanese 09H or the equivalent of 09H. See Japanese 09H for the course content.

Requisite: Japanese 01 at Amherst College or its equivalent. Omitted 2009-10. Professor Tawa.

11. Introduction to Different Genres of Japanese Writing and Film. This course will introduce different genres of writing: short novels, essays, newspaper and magazine articles, poems, expository prose, scientific writings, and others. Various genres of films will also be introduced. Development of higher speaking and writing proficiency levels will be focused upon as well. The class will be conducted entirely in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 06 or equivalent. Fall semester. Senior Lecturer Miyama.

12. Moving From "Learning to Read" to "Reading to Learn" in Japanese. This course will be a continuation of Japanese 11. Various genres of writing and film, of longer and increased difficulty levels, will be used to develop a high proficiency level of reading, writing, speaking, and listening throughout the semester. At this level, the students should gradually be moving from "learning to read" to "reading to learn." This important progression will be guided carefully by the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 11 or equivalent. Spring semester. Senior Lecturer Miyama.

13. Introduction to Thematic Reading and Writing. This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to their interests. Each student will learn how to search for the relevant material, read it, and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 12 or equivalent. Fall semester. Five College Lecturer Brown and Visiting Professor Yamamoto.

14. Thematic Reading and Writing. This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension, and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 13 or equivalent. Spring semester. Five College Lecturer Brown and Visiting Professor Yamamoto.

15. Introduction to Great Books and Films in the Original. This course is designed for students who possess a high proficiency level of speaking but need training in cover-to-cover book reading or film comprehension. Class materials will be selected from well-known books and films. Writing assignments will be given to develop critical and creative writing skills in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 14 or equivalent. Fall semester. Visiting Professor Yamamoto.

16. Great Books and Films in the Original. This course is a continuation of Japanese 15. The course is designed for students who possess a high proficiency level of speaking but need training in cover-to-cover reading or film comprehension. Class materials will be selected from well-known books and films. Writing assignments will be given to develop critical and creative writing skills in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 15 or equivalent. Spring semester. Visiting Associate Professor Yamamoto.

97, 97H, 98, 98H. Special Topics. Full or half course.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Calzetti, Dennis, Edwards, Greenstein, Katz, Mo, Schloerb, Schneider, Snell (Chair), Wang, Weinberg, and Young; Associate Professors Dyar, Giavalisco, Lowenthal, Tripp, Wilson, and Yun; Assistant Professors Hameed; Research Professors Erickson and Heyer; Visiting Assistant Professors Burbine, Hanner, Klima, and Stage; Research Associate Professor Narayanan; Teaching Fellows Crowl, Fardal, and Gutermuth.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership among Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 10, for the fall semester and Wednesday, January 27, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are two Astronomy courses at the 20-level, two Astronomy courses at the 30-level or higher, Physics 23 and 24, and Mathematics 11 and 12. Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 23, and some Astronomy during the first year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Three one-hour lectures per week.

Limited to 50 students. No student who has taken any upper-level math or science course and received a grade of B or higher in either high school or college, will be admitted. Spring semester. Professor Greenstein.

14. Stars and Galaxies. An introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our galaxy, the interstellar medium, external galaxies, quasars and cosmology. To be taught at the University of Massachusetts.

Spring semester. Professor TBA.

15. Science Play: Astronomy and Physics on the Stage. This course will examine a selection of plays that use astronomy or physics to delve into the scientific process, including plays by Brecht, Frayn, and Stoppard. By focusing on the moments abutting the instant of scientific discovery, these plays expose people at their most exhilarated and vulnerable. This creates an ideal space to explore the scientific idea itself as well as the attending complex human interactions and issues such as gender and genius, the interplay of society and science, and the scientist's responsibility to society. The course will guide the student through humanity's evolving view of cosmology, loosely mirroring the arc of the scientific content of the plays and pausing to focus on three pivotal moments in our understanding of the universe. In addition to addressing these key ideas, we will study the theatricality of the plays. We will examine the experiences of the playwright in the writing process, and the director and actor in bringing the play from the page to the stage. Having explored major current topics in astrophysics at a non-technical level as well as the roles of the playwright, director and actor in giving life to the science play, the course will culminate in the translation of these scientific ideas to the stage.

Omitted 2009-10.

20. Bringing Astronomy Down to Earth: The Art of Communicating Science Through Electronic Media. A scientifically well-informed public is not only crucial for the continued support of sciences but also a necessity in a democratic society dependent on science and technology. The course will introduce students to state-of-the-art examples of science communication methods for the public. The students will learn how to use electronic tools, such as podcasts/vodcasts, animated gifs and digital films to communicate the science behind some recent astronomical discoveries. Students will work in small teams on projects that integrate science writing with electronic tools to communicate key astronomical concepts. To be taught at Hampshire College.

Requisite: At least one course in any quantitative science. Spring semester. Professors Crowl and Hameed.

23. Planetary Science. (ASTFC) An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. Fall semester. Professor TBA.

24. Stellar Astronomy. (ASTFC) This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either introductory Astronomy or an introductory Physics course. Omitted 2009-10.

25. Galactic and Extragalactic Astronomy: The Dark Matter Problem. This course explores the currently unsolved mystery of dark matter in the universe using an inquiry-based approach to learning. Working with actual and simulated astronomical data, students will explore this issue both individually and in seminar discussions. The course will culminate in a "conference" in which teams present the results of their work.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Students who have taken the First-Year Seminar "The Unseen Universe" may not take Astronomy 25. Two class meetings per week plus computer laboratories. To be taught at Smith College.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Spring semester. Professor Edwards.

26. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Fall semester. Professor Greenstein.

28. Introductory Astrophysics: Stars and Galaxies. A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

Requisite: Mathematics 11 and Physics 16 or 23. Spring semester. Professor TBA.

30. Seminar: Topics in Astrophysics. Devoted each year to a particular topic, this course will commence with a few lectures in which a scientific problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. In 2009 the topic will be the moon. To be taught at Mount Holyoke College.

Requisite: Astronomy 23 and at least three college-level courses in astronomy, physics or geology. Fall semester. Professor Dyar.

35. Intermediate Astrophysics. How do astronomers determine the nature and extent of the universe? Following the theme of the "cosmic distance ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct determinations of distances in the solar system and to nearby stars. We then move on to spectroscopic distances of more distant stars, star counts and the structure of our Galaxy, Cepheid variables and the distances of other galaxies, the Hubble Law and large-scale structure in the universe, quasars and the Lyman-alpha forest. To be taught at the University of Massachusetts.

Requisite: Astronomy 29 and Physics 24. Fall semester. Professor Yun.

37. Observational Techniques in Optical and Infrared Astronomy. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared regions of the spectrum. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation. Evening laboratories to be arranged. To be taught at Smith College.

Requisite: Two courses of Physics and one of Astronomy 24, 29, 30, 35. Not open to first-year students. Spring semester. Professors Lowenthal and Guttermuth.

52. Advanced Astrophysics. (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes.

Requisite: Four semesters of Physics. Spring semester. Professor Mo.

57. Astroparticle Physics. (Offered as Physics 57 and Astronomy 57.) Taking off from an exploration of the Standard Model of elementary particles, and the physics of particle and radiation detection, this course will cover topics in the young field of Particle Astrophysics. This field bridges the fields of elementary particle physics and astrophysics and investigates processes in the universe using experimental methods from particle physics. An emphasis will be placed on current experiments and the scientific literature. Topics covered will include cosmic rays, neutrinos, the development of structure in the early universe, big bang nucleosynthesis, and culminate with our modern understanding of the nature of dark matter and dark energy in the expanding universe.

Requisite: Physics 48 or consent of instructor. Omitted 2009-10.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. Fall and spring semesters. The Department.

77, 78. Senior Departmental Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to seniors. Required of Honors students. Fall and spring semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

Fall and spring semesters. The Department.

BIOLOGY

Professors S. George†, Goldsby (Simpson Lecturer), Poccia, Ratner‡, Temeles, and Williamson (Chair); Professor Emeritus Zimmerman; Associate Professors Clotfelter and Goutte; Assistant Professors Hood and Miller; Visiting Assistant Professor Springer; Adjunct Assistant Professor R. Levin; Copeland Fellow Donlan, Lab Coordinator Emerson.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

Courses for Non-Major Students. Biology 04, 06, and 08 each focus on a particular topic within biology and are specifically intended for students who do not major in biology. These courses will not count toward the Biology major and do not meet the admission requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Two courses in chemistry (Chemistry 11 or 15 and Chemistry 12 or above) and two courses in mathematics and/or physics at the level of Mathematics 11 and Physics 16 or above. Students with Advanced Placement scores may satisfy the requirement by taking upper-level courses;
3. Five additional courses in biology, not including Special Topics and courses numbered below Biology 18, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the

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†On leave fall semester 2009-10.
‡On leave spring semester 2009-10.

five must be laboratory courses. These laboratory courses are Biology 22, 24, 25, 27, 29, 30, 32, 35, and 39. Second, the five courses must include at least one course in each of the following three areas:

a) *Molecular and cellular mechanisms of life processes:* Molecular Genetics (Biology 25), Cell Structure and Function (Biology 29), Biochemistry (Biology 30), Structural Biology (Biology 37);

b) *Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena:* Developmental Biology (Biology 22), Genetic Analysis of Biological Processes (Biology 24), Genome Biology (Biology 27), Immunology (Biology 33), The Cell and Molecular Biology of Cancer (Biology 34), Neurobiology (Biology 35);

c) *Evolutionary explanations of biological phenomena:* Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 39).

All Biology majors will take a Senior Comprehensive Examination administered by the Department. All majors are strongly encouraged to attend Departmental seminars (Mondays 3:30-4:30 p.m.); attendance is required for senior majors.

Most students should begin with Biology 18 in the spring semester of their first year and Biology 19 in the fall semester of their sophomore year. Students with a Biology AP score of 5 who wish to place out of either course must first seek permission from the Biology Department. Students placing out of Biology 18 must substitute a course from category 3c (evolutionary explanations); students placing out of Biology 19 must substitute a course from category 3a (molecular and cellular mechanisms). Students placing out of Biology 18 or Biology 19, or in exceptional cases both, must take a minimum of four semesters of laboratory work (one intro and three upper-level labs or four upper-level labs).

Chemistry 11 and/or Chemistry 12 are requisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 or 15 in the fall of their first year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are requisites for Biology 30, and that prior completion of Physics 17 or 24 is recommended for Biology 35.

Departmental Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Honors candidates take Biology 77 and 78D in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical Students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses numbered 18 or above in Biology. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements and visit the Amherst Health Professions webpage.

03. Chemical Basis of Biological Processes. (Offered as Chemistry 03 and Biology 03.) What are the natural laws that describe how biological processes actually work? This course will use examples from biology such as human physiology or cellular signaling to illustrate the interplay between fundamental chemical principles and biological function. We will explore how bonding plays a central role in assembling simple biological building blocks such as sugars, amino acids, and fatty acids to form complex carbohydrates, proteins, and membranes. What underlying thermodynamic and kinetic principles guide systems to biological homeostasis or reactivity? What is pH, and how are proton gradients used to generate or change an organism's response? Emphasis is on using mathematics and physical sciences to understand biological functions. Three classroom hours and three hours of laboratory per week.

Enrollment is limited to first-year students who are interested in science or premedical study, who are recommended to begin with either Mathematics 5 or Mathematics 11 (Intensive), and who are enrolled in a Mathematics course but not in Chemistry 11. Admission with consent of the instructor. Fall semester. Professors Goutte and O'Hara.

06. Why Sex? Perhaps no subject in biology is as troublesome (or as fraught with contradictions) as sex. Why should organisms devote so much of their time and energy to attracting mates, when they can reproduce much more efficiently by cloning themselves? Similarly, why not pass on all your genes, rather than just half? Darwin was among the first to realize that competition for mates is sometimes as important as competition for survival. Sex is an exceedingly powerful ecological and evolutionary force, responsible for generating a tremendous diversity of morphologies and behaviors. In this course, we will draw upon examples from microbes to mosses to mammals in order to address these most basic biological questions: Why did sex evolve and what are its consequences? Three hours of lecture and one hour of discussion.

This course is for non-majors and will not count toward the Biology major. Fall semester. Professor Miller.

08. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. Three classroom hours per week.

Limited to 50 students. This course is for non-majors. Students majoring in Biology, Chemistry, or Psychology will be admitted only with permission from the instructor. Omitted 2009-10. Professor Goldsby.

18. Adaptation and the Organism. An introduction to the evolution, ecology, and behavior of organisms and how these relate to the diversity of life. Following a discussion of the core components of evolutionary theory, we'll examine how evolutionary processes have shaped morphological, anatomical, physiological, and behavioral adaptations in organisms that solve many of life's problems, ranging from how to find or acquire food and avoid being eaten, to how to attract and locate mates, and how to optimize reproduction throughout a lifetime. We'll relate and compare characteristics of animals, plants, fungi, protists, and bacteria, examining how and why these organisms have arrived at various solutions to life's problems. Laboratory exercises will complement lectures and will involve field experiments on natural selection and laboratory studies of vertebrates, invertebrates, bacteria, and plants. Four classroom hours and three laboratory hours per week.

Spring semester. Professors Clotfelter and Hood.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and three laboratory hours per week.

Requisite: Prior completion of, or concurrent registration in, Chemistry 12 or permission from the instructor. Fall semester. Professor Poccia and Visiting Professor Springer.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. Spring semester. Professor Poccia.

23. Ecology. (Offered as Biology 23 and Environmental Studies 21.) A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities, and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosytems, and the effects of humans and other organisms on population, community, and global stability. Three hours of lecture per week.

Requisite: Biology 18 or Environmental Studies 12 or permission from the instructor. Not open to first-year students. Fall semester. Professor Temeles.

24. Genetic Analysis of Biological Processes. This course will explore the application of genetic analysis toward understanding complex biological systems. Scientists often turn to the study of genes and mutations when trying to decipher the mechanisms underlying such diverse processes as the making of an embryo, the response of cells to their environment, or the defect in a heritable disease. By reading papers from the research literature, we will study in detail some of the genetic approaches that have been taken to analyze certain molecular systems. We will learn from these examples how to use genetic analysis to formulate models that explain the molecular function of a gene product. The laboratory portion of this course will include discussions of the experimental approaches presented in the literature. Students will apply these approaches to their own laboratory projects. Three hours of lecture and four hours of laboratory per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 19. Limited to 24 students. Not open to first-year students. Spring semester. Professor Goutte.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Both prokaryotic and eukaryotic systems will be analyzed, with an emphasis upon the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Limited to 30 students. Not open to first-year students. Omitted 2009-10. Professor Ratner.

27. Genome Biology. A study of the architecture and interactions of genetic systems. Advances in genomics are resulting in new approaches to a variety of important issues, from conservation biology to disease prevention and treatment. We will address how heritable information is organized in diverse types of organisms and the consequences for shaping species traits and long-term evolutionary potential. We will cover the major challenges of this emerging research field, including techniques for dealing with vast amounts of DNA sequence data. We will also critically review the concept of the genome as a "cooperative assemblage of genetic elements." Three hours of lecture and three hours of laboratory per week.

Requisite: Biology 18 and 19. Limited to 30 students. Fall semester. Professor Hood.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Four classroom hours and three hours of laboratory per week.

Requisite: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Spring semester. Visiting Professor Springer.

30. Biochemistry. (Offered as Biology 30 and Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: Chemistry 21 and Biology 19; Chemistry 22 is a co-requisite. Anyone who wishes to take the course but does not satisfy these criteria should obtain permission from the instructor. Spring semester. Professors Williamson (Biology) and Jaswal (Chemistry).

32. Evolutionary Biology. Evolution is a powerful and central theme that unifies the life sciences. In this course, emphasis is placed on microevolutionary mechanisms of change, and their connection to large-scale macroevolutionary patterns and diversity. Through lectures and readings from the primary literature, we will study genetic drift and gene flow, natural selection and adaptation, molecular evolution, speciation, the evolution of sex and sexual selection, life history evolution, and inference and interpretation of evolutionary relationships. The laboratory investigates evolutionary processes using computer simulations, artificial selection experiments, and a semester-long project that characterizes phenotypic breeding relationships among individuals and integrates these results with analyses of molecular sequence variation for genes contributing to mating recognition. Three hours of lecture and four hours of laboratory work each week.

Requisite: Biology 18; Biology 19 recommended. Limited to 24 students. Not open to first-year students. Spring semester. Professor Miller.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Three classroom hours per week.

Requisite: Biology 19 and Biology 25, 29, 30 or permission from the instructor. Limited to 25 students. Spring semester. Professor Goldsby.

34. The Cell and Molecular Biology of Cancer. While still mysterious, cancer is now recognized as a set of diseases resulting from molecular aberrations that are traceable to mutations in the genome. Molecular biology and cell biology have emerged as key approaches in the continuing effort to gain a fundamental understanding of the origin, development and pathogenesis of cancer. In this course we will explore the experimental and conceptual foundations of current views of oncogenes, tumor suppressors, multistep carcinogenesis, cancer stem cells, immune responses to cancer and the rational design of targeted chemotherapeutic agents. The work of the course will include lectures and discussions, critical reading of the primary literature of cancer research, and one-on-one tutorials. Three classroom hours per week and regularly scheduled tutorial meetings with the instructor.

Requisite: At least one but preferably two or more courses from the following list—Biology 22, 24, 25, 27, 29, 30, 33, or 37. Limited to 20 students. Open to juniors and seniors or permission from the instructor. Fall semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours per week.

Requisite: Biology 18 or 19 and Chemistry 11; Physics 17 or 24 is recommended. Spring semester. Professor S. George.

37. Structural Biochemistry. This course will concentrate on the structure of proteins at the atomic level. It will include an introduction to methods of structure determination, to databases of structural information, and to publicly available visualization software. These tools will be used to study some class of specific structures, (such as membrane, nucleic acid binding, regulatory, structural, or metabolic proteins). These proteins will provide the framework for discussion of such concepts as domains, motifs, molecular motion, structural homology, etc., as well as addressing how specific biological problems are solved at the atomic level. Four classroom hours per week plus one hour discussion.

Requisite: Biology 19 and Chemistry 12; Chemistry 21 would be helpful but is not required. Limited to 20 students. Fall semester. Professor Williamson.

39. Animal Behavior. Shaped by millions of years of natural and sexual selection, animals have evolved myriad abilities to respond to their biotic and abiotic environment. This course examines animal behavior from both a mechanistic and a functional perspective. Drawing upon examples from a diverse range of taxa, we will discuss topics such as sensory ecology, behavioral genetics, behavioral endocrinology, behavioral ecology and sociobiology. Three classroom hours and four laboratory hours per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 18. Limited to 24 students. Not open to first-year students. Fall semester. Professor Clotfelter.

44. Seminar in Disease Biology. The majority of organisms on earth cause disease or are parasitic, and it could be said that a thorough understanding of biology should necessarily involve the study of infectious disease. Yet only within the past two decades has there been a realization that diseases may regulate populations, stabilize ecosystems, and be responsible for major biological features such as reproductive systems or genomic structures. Disease is of course responsible for large amounts of human misery and death, and it is all the more remarkable that our understanding of disease as an ecological and evolutionary force is in its infancy. In this course we will discuss our historical and current understandings of infectious disease biology. We will include studies of human, animal, and plant diseases, as well as their impacts on wild and domestic populations. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Limited to 15 students. Spring semester. Professor Hood.

45. Seminar in Molecular Genetics: DNA Makes RNA. If the basic tenants of eukaryotic molecular biology have followed the prokaryotic paradigm (DNA makes RNA makes protein) established decades ago, the diverse ways in which our genes are regulated continue to surprise. In particular, the extent to which eukaryotic genomes are transcribed but not translated contributes to the growing appreciation of RNA as a regulatory molecule. Using articles from the recent scientific literature, this course will focus on topics such as: the diverse roles of micro RNAs in regulating gene expression; the extent and possible function of "antisense" transcripts; modification of RNA transcripts (including those not encoding protein) by alternative splicing and editing; and the role of non-coding RNAs in X chromosome inactivation and other epigenetic phenomena. Three classroom hours per week.

Requisite: Biology 25 or two courses from the following list: Biology 22, 24, 27, 29, 30 and 34. Limited to 12 students. Fall semester. Professor Ratner.

46. Seminar in Behavioral Ecology. This course will explore the relationship between an animal's behavior and its social and ecological context. The topic for 2010 will be the evolution of sexual dimorphism in animals. Sexual dimorphism is widespread in animals, yet its causes remain controversial and have generated much debate. In this seminar, we will examine a variety of sexual dimorphisms in different groups of animals and consider hypotheses for how these sexual dimorphisms may have evolved. We will then consider how such hypotheses are tested in an attempt to identify the best approaches to studying the evolution of sexual dimorphisms. Then we will look at evidence that either supports or refutes various hypothesized mechanisms for the evolution of sexual dimorphisms in different animal groups. Finally, we will consider whether some mechanisms for the evolution of sexual dimorphism are more common among certain kinds of organisms (predators) than others (herbivores). Three hours per week.

Requisite: One or more of Biology 18, 23, 32, 39 or consent of the instructor. Not open to first-year students. Limited to 14 students. Spring semester. Professor Temeles.

47. Seminar in Ecology. The topic is the ecology and evolution of plant-animal interactions. Most animals on Earth obtain their energy from green plants, and thus it is not surprising that interactions between plants and animals have played a prominent role in our current understanding of how ecological processes such as predation, parasitism, and mutualism shape evolutionary patterns in plants and animals. In this course we will start our analysis with a consideration of how plant-animal relationships evolve by studying examples from both extant systems and the fossil record. Next we will examine the different kinds of plant-animal interactions (pollination, seed dispersal, seed predation, and herbivory, to mention a few) that have evolved on our planet, and the ecological processes promoting reciprocal evolution of defenses and counter-defenses, attraction, and deceit. Finally, we will turn our attention to global change and the implications of human alteration of the environment for the future of plant-animal relationships, such as pollination, which are of vital importance to life on Earth. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Limited to 14 students. Not open to first-year students. Fall semester. Professor Temeles.

48. Seminar in Conservation Biology. Conservation biology is a highly interdisciplinary field, requiring careful consideration of biological, economic, and sociological issues. Solutions to biodiversity conservation and environmental challenges are even more complex. To date, efforts to safeguard biological diversity for future generations have largely failed. This seminar will focus on emerging cutting-edge solutions to those challenges and will involve the integration of biological, economic, technological, and socio-political threats and opportunities. The course will include readings from the primary literature, group discussions, problem solving exercises, and presentations. Topics will include environmental markets, biodiversity banking, "re-wilding," invasive species, and environmental psychology. Three classroom hours per week.

Requisite: Biology 23 or 32 or permission from the instructor. Limited to 14 students. Not open to first-year students. Spring semester. Copeland Fellow Donlan.

77, 78D. Senior Departmental Honors. Honors students take three courses of thesis research, usually, but not always, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to seniors. Fall and spring semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent reading or research courses. Full course as arranged. Does not normally count toward the major.

Fall and spring semesters.

RELATED COURSES

Seminar on Invasive Species. See Environmental Studies 51.

Seminar on Sustainable Agriculture and Human Populations. See Environmental Studies 52.

Senior Seminar. See Environmental Studies 70.

Genes, Genomes and Society. See First-Year Seminar 02.

Evolution and Intellectual Revolution. See First-Year Seminar 03.

Improvisational Thinking. See First-Year Seminar 26.

Introduction to Neuroscience. See Neuroscience 26.

Seminar on Fisheries. See Pick Colloquium 05.

BLACK STUDIES

Professors Abiodun, Cobham-Sander, Goheen, Rushing, and Wills; Associate Professor Ferguson (Chair); Assistant Professors Castro Alves* and Moss; Visiting Assistant Professor Drabinski; Visiting Lecturer Bailey; Five College Assistant Professor Omojola.

Affiliated Faculty: Professors Basu, Hart, Hewitt†, Lembo†, Mehta, Peterson, Redding*, Rivkin and Saxton; Associate Professor Hussain*; Assistant Professors Basler, Parham*, and Sitze; Senior Lecturer Delaney.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. The major in Black Studies consists of eight courses: three core courses, three distribution courses, and two electives. The three core courses are Black Studies 11 (normally taken by the end of the sophomore year), Black Studies 12 (normally taken in the sophomore year), and Black Studies 64 (normally taken in the sophomore year and never later than the junior year). The three-course distribution consists of one course in three of four geographic areas: Africa; the United States; Latin America and the Caribbean; and Africa and its Diaspora. The student may choose the two electives from the Department's offerings, from cross-listed courses, or from other courses at the Five Colleges. Majors fulfill the department's comprehensive requirement by getting a grade of B or better in Black Studies 64.

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*On leave 2009-10.

Departmental Honors Program. All candidates for honors must write a senior thesis. Candidates for Honors will, with departmental permission, take Black Studies 77-78 during their senior year. The departmental recommendation for Latin honors will be determined by the student's level of performance on her/his thesis.

Key for required core and distribution requirements for the major: R (Required); A (Africa); US (United States); CLA (Caribbean/Latin America); D (Africa and its Diaspora).

10. Conceptualizing White Identity in the United States. (Offered as Sociology 31 and Black Studies 10 [US].) The debate over the virtues of multiculturalism and the promotion of diversity have, ironically, led an increasing number of scholars to question the meaning of "whiteness." What does it mean to be "white"? Who gets to decide who is and who isn't "white"? Clearly, "white" means more than is captured by complexion alone, but what is there besides complexion? Given the undeniable fact that cultural variations among those regarded as white are as large as the variations between whites and non-whites, it is not clear what exactly constitutes whiteness. To study whiteness is to analyze the collective memory and practices of "white people" and to scrutinize carefully those moments when white identity is used to mobilize passions. This course will attempt to unpack the myths and realities that have created and maintained "white identity."

Limited to 25 students. Fall semester. Professor Basler.

11. Introduction to Black Studies. [R] This interdisciplinary introduction to Black Studies combines the teaching of foundational texts in the field with instruction in reading and writing. The first half of the course employs *How to Read a Book* by Mortimer Adler and Charles Van Doren as a guide to the careful reading of books focusing on the slave trade and its effects in Africa, the Caribbean, and the United States. Important readings in this part of the course include *Black Odyssey* by Nathan Huggins, *Racism: A Short History* by George Frederickson, and *The Black Jacobins* by C. L. R. James. The second half of the course addresses important themes from the turn of the twentieth century to the present. Beginning with *The Souls of Black Folk* by W. E. B. Du Bois, it proceeds through a range of seminal texts, including *The Wretched of the Earth* by Franz Fanon and *The Fire Next Time* by James Baldwin. This part of the course utilizes *Revising Prose* by Richard Lanham to extend the lesson in reading from the first half of the semester into an exploration of precision and style in writing. Computer exercises based on *Revising Prose* and three short essays—one on a single book, another comparing two books, and the last on a major theme in the course—provide the main opportunity to apply and reinforce skills in reading and writing learned throughout the semester. After taking this course, students at all levels of preparation should emerge not only with a good foundation for advancement in Black Studies but also with a useful set of guidelines for further achievement in the humanities and the social sciences.

Each section limited to 20 students. Spring semester. Professors Cobham-Sander, Ferguson, and Moss.

12. Critical Debates in Black Studies. [R] In this course students will focus closely on major debates that have animated the field of Black Studies, addressing a wide range of issues from the slave trade to the present. Each week will focus on specific questions such as: What came first, racism or slavery? Is African art primitive? Did Europe underdevelop Africa? Is there Caribbean History or just history in the Caribbean? Should Black Studies exist? Is there a black American culture? Is Affirmative Action necessary? Was the Civil Rights Movement a product of government action or grass roots pressure? Is the underclass problem a matter of structure or agency? The opposing viewpoints around such questions will provide the main focus of the reading assignments, which will average two or three articles per week. In the first four weeks, students will learn a methodology for analyzing, contextualizing, and making arguments that they will apply in developing their own positions in the specific controversies that will make up the rest of the course.

Each section limited to 20 students. Fall semester. Professor Ferguson and Visiting Professor Drabinski.

14. Jazz History to 1945: Emergence, Early Development, and Innovation. (Offered as Music 24 and Black Studies 14 [US].) One of two courses that trace the development of jazz from its emergence in early 20th-century New Orleans to its profound impact on American culture. Jazz History to 1945 examines its early roots in late 19th-century American popular culture and its role as American popular music in the 1920s, '30s, and '40s. Using themes that connect the evolution of jazz practices to social and racial politics in American popular culture, we will look closely at the work of well-known historical figures (Louis Armstrong, Jelly Roll Morton, Duke Ellington, Fletcher Henderson, Billie Holiday, Count Basie, Benny Goodman, and several others) as well as the vibrant communities that nurtured and prompted their innovative musical practices. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Limited to 25 students. Fall semester. Visiting Professor Robinson.

15. Reading Popular Culture: Screening Africa. (Offered as English 13 and Black Studies 15 [A].) Against a backdrop that moves from *Heart of Darkness* to (PRODUCT)RED™, this semester we will focus on the current proliferation of "Africa" in the western imaginary. Such surges in interest about the continent are not new, and we will trace this literary and cultural phenomenon across the twentieth century, coming to settle mainly on contemporary American films. We will read our films as films, but also as cultural texts. We must wonder: Why these films now? Are there certain conditions under which the West turns to its imagination of Africa? And how might we account for the repetition of such turns over time? We will end the course in a consideration of cultural appropriation and what it means for expressive traditions. To get at this question, however, we will also look to some of the ways African filmmakers have responded to and have themselves appropriated elements of texts similar to those with which we began the semester.

Omitted 2009-10. Professor Parham.

16. Poverty and Inequality. (Offered as Economics 23 and Black Studies 16 [US].) Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare recipiency, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Limited to 50 students. Fall semester. Professor Rivkin.

20. African Cultures and Societies. (Offered as Anthropology 26 and Black Studies 20 [A].) This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Limited to 50 students. Spring semester. Professor Goheen.

21. Black Diaspora from Africa to the Haitian Revolution. (Offered as History 11 [LA^P/AF^P] and Black Studies 21 [CLA/D].) This course maps the range of black experiences in Latin America and the Caribbean from the emergence of Atlantic slave-based economies in the sixteenth century to the 1844 slave conspiracy of La Escalera in Cuba. It treats the Atlantic Ocean as a crossroads of diverse cultures and as a point of reference for understanding the condition of Africans and people of African descent. Topics of discussion will include the rise of the transatlantic slave trade, slave and free black communities, the meaning of Africa and African culture, changing ideas of freedom, and forms of black activism. We will read Alejo Carpentier's historical novel *The Kingdom of This World* (1949), slave narratives and monographic works on the British colony of Demerara (today Guyana), Mexico, Peru, Jamaica, Brazil, Haiti and Cuba. Two class meetings per week.

Omitted 2009-10. Professor Castro Alves.

22. Literature in French Outside Europe: Introduction to Francophone Studies. (Offered as French 53 and Black Studies 22 [D].) This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers from the French-speaking Caribbean and West Africa. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and multilingualism will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought. At issue, then, is the way French Caribbean and West African literatures and cultures trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Hewitt.

24. Representations of Black Women in Black Literature. [D] This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, Paule Marshall, Ama Ata Aidoo, and T. Obinkaram Echewa.

Omitted 2009-10. Professor Rushing.

25. Women and Politics in Africa. (Offered as Political Science 29 [GS, CP], Black Studies 25 [A], and Women's and Gender Studies 61.) This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of post-colonial African policies. This course will also explore case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Spring semester. Five College Professor Newbury.

26. Master Musicians of Africa I: West Africa. (Offered as Black Studies 26 [A] and Music 6.) This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian jelimuso) and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

Fall semester. Five College Professor Omojola.

27. Creating a Writing Self. [D] Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by women. The works vary from year to year. This year will focus on women writers such as Edwidge Danticat, Lucille Clifton, Buchi Emecheta, and Rita Dove.

Omitted 2009-10. Professor Rushing.

29. Childhood in African and Caribbean Literature. (Offered as English 55 and Black Studies 29 [A/CLA].) The course will concentrate on Caribbean authors. It explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors' various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author's perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. Fall semester. Professor Cobham-Sander.

33. Black Diaspora from Emancipation to the Present. (Offered as History 12 [LA/AF] and Black Studies 33 [CLA/D].) This course explores the historical roots of contemporary racial formations in Latin America and the Caribbean. It focuses particularly on the black experiences, inter-ethnic conflicts and racial solidarities in Brazil, Cuba, Jamaica, Haiti and Puerto Rico from the mid-nineteenth century to the present. Topics of discussion will include the struggles for emancipation from slavery, black notions of sovereignty, forms of black nationalism, Pan-Africanism, and political radicalism. We will examine a multiplicity of historical sources, including novels, music, film, personal testimonies, and historical monographs in order to understand the black diaspora as both an historical process and as a seedbed for various identities, racial cultures and political projects. Two class meetings per week.

Omitted 2009-10. Professor Castro Alves.

35. Race and Races in American Studies. (Offered as Sociology 38 and Black Studies 35 [US].) This interdisciplinary seminar examines influential scholarship on the "race concept" and racialized relations in American culture and society. The course will focus on selected themes, approaches, methods, debates, and problems in a variety of scholarly genres. Major topics include the cultural construction of race; race as both an instrument of oppression and an idiom of resistance in American politics; the centrality of race in literary, sociological, anthropological, and legal discourse; the racialization of U.S. foreign policy; "race mixing" and "passing" and the vicissitudes of "whiteness" in American political culture; and "race" in the realm of popular cultural representation.

Limited to 20 students. Spring semester. Professor Basler.

37. Caribbean Poetry: The Anglophone Tradition. (Offered as English 52 and Black Studies 37 [CLA].) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

Spring semester. Professor Cobham-Sander.

38. Foundations of African American Literature. The focus of this introduction to African American literature is the complex intertextuality at the heart of the African American literary tradition. Tracing the tradition's major formal and thematic concerns means looking for connections between different kinds of texts: music, art, the written word, and the spoken word—and students who take this class will acquire the critical writing and interpretive skills necessary to any future study of African American literature or culture.

Limited to 20 students. Omitted 2009-10. Professor Parham.

39. Studies in African American Literature. (Offered as English 66 and Black Studies 39 [US].) The topic changes each time the course is taught. In fall 2007 the topic was "The Weary Blues: Mourning in African American Literature and Culture." As a population generally familiar with the facts of living too hard and dying too soon, how have African Americans used their literary and cultural traditions to memorialize—to articulate and often to work through conditions of pain and loss? Using a variety of literary and cultural texts, including RIP murals, poetry, and music, this semester's topic examines the various ways African Americans express and aestheticize loss; how mourning often works as a foundation for militancy; and, most importantly, how loss is often recuperated through ideologies of art, love, and memory.

Limited to 20 students. Omitted 2009-10. Professor Parham.

40. Contemporary African Novels. (Offered as English 67 and Black Studies 40 [A].) The best known African novel is Nigerian Chinua Achebe's masterful *Things Fall Apart* (1958) with its depiction of the tragic collision between a "traditional" African society and the colonizing power of Great Britain. As dozens of African countries gained political independence from their European colonizers, the next generation of novels presented renditions of post-colonial Africa. The novels for this course depart from both those categories. We will focus on writers from such English-speaking countries as Nigeria, Somalia, South Africa, and Zimbabwe. Although we will consider political and cultural contexts, we will concentrate our attention on the stories the novels tell, the strategies their authors use to tell them, and their use of language.

Omitted 2009-10. Professor Rushing.

41. Latin America and the Caribbean in the Age of Revolution. (Offered as History 88 [LA^P] and Black Studies 41 [CLA].) This seminar examines in historical perspective the complicated transition of several Latin American and Caribbean countries from colony to independent nation-states during the Age of Revolution. It focuses particularly on the role of working people in the making of modern nation-states in Brazil, Mexico, Haiti, Cuba, and the Andean region (Peru, Colombia, Bolivia and Ecuador). How did the subaltern classes view the colonial order? What are the causes of popular protest? Is there such a thing as popular nationalism? What is the meaning of postcolonialism in Latin America? Overall, the seminar's objectives are threefold: to make students more familiar with the historical development of Latin America and the Caribbean during the eighteenth and nineteenth centuries; to introduce the themes and issues in the current historiography of anti-colonialism and postcolonialism; and finally, to guide students to write their own research papers. In the first two weeks, readings will include theoretical texts on nationalism, state formation, and popular discontent. In the remaining weeks, we will read historical studies, documents and literary texts, which discuss various aspects of popular political activism from 1789 to 1850. One class meeting per week.

Limited to 15 students. Omitted 2009-10. Professor Castro Alves.

42. Myth, Ritual and Iconography in West Africa. [A] Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Spring semester. Professor Abiodun.

43. Visual Arts and Orature in Africa. (Offered as Black Studies 43 [A] and Art 38.) In the traditionally non-literate societies of Africa, verbal and visual arts constitute two systems of communication. The performance of verbal art and the display of visual art are governed by social and cultural rules. We will examine the epistemological process of understanding cultural symbols, of visualizing narratives, or proverbs, and of verbalizing sculptures or designs. Focusing on the Yoruba people of West Africa, the course will attempt to interpret the language of their verbal and visual arts and their interrelations in terms of cultural cosmologies, artistic performances, and historical changes in perception and meaning. We will explore new perspectives in the critical analysis of African verbal and visual arts, and their interdependence as they support each other through mutual references and allusions.

Fall semester. Professor Abiodun.

44. Afro-Latin America. (Offered as History 56 [LA] and Black Studies 44 [D, CLA].) This course explores the historical experiences of Afro-Latin populations since Independence within and outside the nation-state. The course asks how and why one might study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Materials include early 20th-century racialist theorizing in Latin America; historical works using census, economic, criminal, and marriage records; analysis of race in the textual and musical representations of peoples, regions and nations; as well as autobiographical works. Two class meetings per week.

Spring semester. Visiting Professor Gudmundson (Mount Holyoke College).

45. African Art and the Diaspora. (Offered as Art 70 and Black Studies 45 [D].) The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

Fall semester. Professor Abiodun.

46. Survey of African Art. (Offered as Art 49 and Black Studies 46 [A].) An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Spring semester. Professor Abiodun.

47. Colonial and Post-Colonial Africa. (Offered as History 22 [AF] and Black Studies 47 [A].) This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa; the broader integration of African societies into the world economy; the social, political and medical impact of imperial policies; Western popular images of Africa in the colonial period; the nationalist struggles that resulted in the independent African states; and the persistent problems faced by those post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire and the state as a source of chaos through the Second Congo War; violence, liberation and memories of childhood in late colonial Rhodesia and postcolonial Zimbabwe; the political history of economic development programs and the advent of "resource conflicts," particularly those involving diamonds. Three class meetings per week.

Omitted 2009-10. Professor Redding.

48. Africa Before the European Conquest. (Offered as History 63 [AF^P] and Black Studies 48 [A].) The African continent has been called by one historian the social laboratory of humanity. Art, trade, small-scale manufacturing, medical knowledge, religion, state systems, history and legend all flourished before the formal political take-over of the continent by European powers in the late nineteenth century and continue to have a decisive impact on African societies today. It is this varied and sometimes difficult to access history of states and cultures in the period before 1885 that this course will examine. Initially, we will investigate the notion of "tribe" and its relationship to language, political affiliation and identity. The largest segment of the course will examine historical myths and their impact on the research and construction of historical narratives on precolonial Africa while discussing four topics in depth: domestic, local slave-ownership and the impact of the slave trade; the interaction of religion and power on the rise and fall of the kingdom of Kongo and of the states along the southern border of the Sahara (the sahel); the genesis of the Zulu state in southern Africa and the creation of the legend of Tshaka; and the changing roles of women as economic, political and social actors in the period before 1885. We will also discuss some of the differences between oral historical narratives and written ones while we analyze primary documents and histories written by scholars over the past half-century to understand both the history of the people living on the continent as well as the active process of constructing that history. Two class meetings per week.

Omitted 2009-10. Professor Redding.

49. Introduction to South African History. (Offered as History 64 [AF^P] and Black Studies 49 [A].) South African history is undergoing radical shifts in the way it is being written, read and interpreted, and this course will explore established and emerging themes in the history of this intriguing country. The time period covered will span the precolonial indigenous cultures and move on to study the initiation and expansion of white settlement and its early dependence on slave labor. The course will also investigate African resistance, both in its political and cultural forms, as well as the social effects of gold-mining and migrant labor. African nationalism, including the ANC, the Black Consciousness Movement, and the United Democratic Front, will be the focus of our study of the responses to *apartheid* and the ultimate collapse of the *apartheid* state. The course will end with discussions of recent events in South Africa, particularly the Truth and Reconciliation Commission and its aftermath as well as the developing AIDS epidemic and the growing problem of crime. Two class meetings per week.

Omitted 2009-10. Professor Redding.

50. Riot and Rebellion in Colonial and Post-Colonial Africa. (Offered as History 92 [AF] and Black Studies 50 [A].) There were numerous rebellions against the colonial state during the period of European colonial rule, and violent resistance to state authority has continued to characterize political life in many post-colonial African states. This seminar will examine the development of several outbreaks of violence in Africa in the colonial and post-colonial periods. We will look at the economic, social, religious, and political roots of these disturbances, and we will discuss the problems historians face in trying to narrate and analyze these often chaotic events. The events studied will include the Maji-maji rebellion in German-controlled Tanganyika; the first (1896-1897) and second (1960-1980) Chimurengas (revolts) in southern Rhodesia/Zimbabwe; Hutu extremism and the 1994 genocide in Rwanda; the widespread revolt in the 1980s and 1990s in South Africa against the white-supremacist apartheid regime; and the rebel movements led by Alice Lakwena and then Joseph Kony in northern Uganda beginning in the late 1980s. We will also discuss the legends and rumors that often develop both before and after violent revolts and their role in the creation of historical narratives. Students will each write a 20-page research paper on an individually chosen topic. One class meeting per week.

Admission with consent of the instructor. Limited to 20 students. Not open to first-year students. Omitted 2009-10. Professor Redding.

51. Black Marxism. (Offered as History 89 [^{C}] and Black Studies 51 [CLA/D].) The seminar traces in historical perspective the relationship between Black radicalism and Marxist thought. Since the late nineteenth century, Black diasporic intellectuals have found in Western Marxism, particularly its internationalist discourse, theory of class formation, and historical materialist analysis, the recipes for critical inquiry and radical politics. Their engagement with Marxism and socialist theory, however, has not precluded tensions and new theoretical resolutions. Black intellectuals from various generations have questioned "classical" Marxism's economic reductionism, simplistic understanding of peasant politics, and dismissal of political struggles outside metropolitan regions. For writers such as W.E.B. Du Bois, Richard Wright, Frantz Fanon, and C.L.R. James, Western Marxism has failed to account for the racial character of capitalism or to provide a historical narrative of blacks' emancipatory politics. Students will acquire a basic knowledge of Marxist theory, and a historical understanding of Black Marxism by analyzing the works from two generations of intellectuals: the modernist and Pan-Africanist generation (Du Bois, Wright, James, Oliver Cromwell Cox, and Eric Williams), and the New Left generation (Frantz Fanon, Amiri Baraka, Amilcar Cabral, Walter Rodney, Stuart Hall, Angela Davis, and Ngugi wa Thiong'o). One class meeting per week.

Limited to 15 students. Omitted 2009-10. Professor Castro Alves.

52. The Social Psychology of Race. (Offered as Psychology 44 and Black Studies 52 [US].) An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 15 students. Fall semester. Professor Hart.

53. The Blues Muse: African American Music in American Culture. (Offered as Music 08 and Black Studies 53 [US].) This course examines the relationship between blues music and American culture. Using Amiri Baraka's influential 1963 book of music criticism *Blues People* as a central text, we will explore ways in which the "blues impulse" has been fundamental to conceptions of African-American identity. At the same time, we will trace the development of African-American music through its connection to West African musical traditions and through its emergence during slavery and the Jim Crow South. Our investigation will survey a number of precursors to the blues work songs, spirituals, and minstrels and see how these impacted early blues styles, including delta blues, classic blues, and early blues-oriented gospel practices. The blues played a fundamental role in the emergence of new popular musics in the 1940s and 1950s, most notably rock and roll. Embedded within these new musical practices were ideas about African American modernism, urbanity, and self-representation. Culminating in an examination of hip-hop culture, we will analyze the connection between African-American musical practices and larger debates about race, class, gender, and ethnicity. We will see how the blues serves as a mode of activism, how blues musicians engage questions about racial and ethnic identity through music making. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Limited to 25 students. Spring semester. Visiting Professor Robinson.

54. Black Music and Black Poetry. (Offered as Black Studies 54 [US] and English 15.) Music is the central art form in African American cultures. This beginning survey course considers the relationship between poetry and music from the oral and written poetry of slavery to contemporary hip-hop. We will pay special attention to the ways poetry uses musicians as subjects and builds on such musical forms as spirituals, the blues, rhythm and blues, reggae, and jazz. The course will begin with the importance of music in the Western African cultures from which most enslaved Africans came and pay careful attention to lexicon, rhythm, refrain, pitch, tone, timbre, cadence, and call-and-response. Students will be expected to read poetry, hear it read by its creators, and listen to its musical inspirations and manifestations. We will pay special attention to such periods as the Harlem Renaissance of the 1920s, the Black Arts Movement of the 1960s and 1970s, and today's hip-hop music. We will read such poets as Langston Hughes, Sterling Brown, Michael Harper, Sonia Sanchez, Nikki Giovanni, and Brenda Marie Osbey; and hear music by classic musicians like Billie Holiday and John Coltrane and newer voices like Mos' Def, John Legend, and india.arie. Throughout the course we will focus on the relationship between artists and their audiences and the unique role of cities such as New York, Chicago, and New Orleans.

Preference given to students who have taken Black Studies 11 or a first course in English. Limited to 20 students. Spring semester. Professor Rushing.

57. African American History from the Slave Trade to Reconstruction. (Offered as Black Studies 57 [US] and History 41 [US; or may be included in AF concentration, but not AF for distribution in the History major].) This course is a survey of the history of African American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major topics addressed: the slave trade in its moral and economic dimensions; African retentions in African American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. Priority will be given to History and Black Studies majors, and then by class year with highest priority to seniors. Omitted 2009-10. Professor Moss.

58. African American History from Reconstruction to the Present. (Offered as Black Studies 58 [US] and History 42 [US; or may be included in AF concentration, but not AF for distribution in the History major].) This course is a survey of the social, cultural, and political history of African American men and women since the 1870s. Among the major topics addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Fall semester. Professor Moss.

60. Four African American Poets Haunted by History. (Offered as English 56 and Black Studies 60 [US].) Some of the stellar African American poets seem "haunted" by various versions of personal, local, cultural, national, and international history. This course focuses on the ways four poets display their particular relationship to history. Poets vary from semester to semester and include such figures as Lucille Clifton, Michael Harper, Robert Hayden, Audre Lorde, Brenda Marie Osbey, Melvin Tolson, and Jay Wright. The writers are usually formalists and employ long forms of poetry. We will concentrate on close reading, contextualize the poetry, pay attention to literary criticism and literary theory, and study the poets' manifestations of inter-textuality.

Omitted 2009-10. Professor Rushing.

61. The Caribbean. (Offered as History 52 [LA] and Black Studies 61 [CLA].) A survey of the history of Cuba, the Dominican Republic, Haiti, and Puerto Rico from the fifteenth century to the present. Topics include conquest and settlement, independence and colonialism, North American intervention, twentieth-century dictators, and political and social revolution. Comparisons will be drawn among the islands and between the Caribbean zone as a whole and continental Latin America. Three class meetings per week.

Not open to first-year students. Fall semester. Visiting Professor Rausch (University of Massachusetts).

62. Exploring Ralph Ellison's *Invisible Man*. [US] Ralph Waldo Ellison wrote *Invisible Man* to confirm the existence of the universal in the particulars of the black American experience. The same can be said of the larger aim of this course. It will provide students with the opportunity to explore the broadest themes of Black Studies through the careful reading of a particular text. Due to its broad range of influence and reference, *Invisible Man* is one of the most appropriate books in the black tradition for this kind of attention. The course will proceed through a series of comparisons with works that influenced the literary style and the philosophical content of the novel. The first part of the course will focus on comparisons to world literature. Readings will include James Joyce, *Portrait of the Artist as a Young Man*; Sigmund Freud, *Totem and Taboo*; and H.G. Wells, *The Invisible Man*. The second part of the course will focus on comparisons to American literature. The readings in this part of the course will include Herman Melville, *The Confidence Man*; William Faulkner, "The Bear"; and some of Emerson's essays. The last part of the course will focus on comparisons with books in the black tradition. Some of the readings in this part of the course will include W.E.B. Du Bois, *Souls of Black Folk* and Booker T. Washington, *Up From Slavery*. Requires 20-25 page research paper.

Limited to 15 students. Open to juniors and seniors. Preference given to Black Studies majors. Fall semester. Professor Ferguson.

64. Research in Black Studies. [R] This seminar prepares students to conduct independent research. Although it concentrates on the field of Black Studies, it serves as a good introductory research course for all students in the humanities and social sciences regardless of major. The first part of the course will intensively introduce students to the library through a series of readings, exercises, and discussions aimed at sharpening the ability to locate information precisely and efficiently. The second part of the course will introduce research methods in three important areas of Black Studies: the arts, history, and the social sciences. Faculty members of the Black Studies Department, departmental affiliates, and visitors will join the class to present their own ongoing research, placing particular emphasis on the disciplinary methods and traditions of inquiry that guide their efforts. Also in the second part, through individual meetings with professors, students will begin developing their own research projects. The third part of the course will concentrate more fully on development of these projects through a classroom workshop. Here students will learn how to shape a topic into a research question, build a bibliography, annotate a bibliography, shape a thesis, develop an outline, and write a research proposal, or prospectus.

This class is required of Black Studies majors. It is open to non-majors with the consent of the instructor. Although Black Studies 11 and 12 are not required for admission, preference will go to those who have taken one or both of these courses. Spring semester. Professor Ferguson.

67. Topics in African American History: Race and Educational Opportunity in America. (Offered as History 82 [US; or may be included in AF concentration, but not AF for distribution in the major] and Black Studies 67 [US].) This seminar is an interdisciplinary exploration of the relationship between race and educational opportunity in American history. Students will gain a historical understanding of the divergent educational experiences of various groups within American society. The course is divided into four units: ethnicity and educational access in early America, education and segregation in Jim Crow

America, desegregation (implementation and opposition) after *Brown v. Board of Education*, and contemporary discussions over race and access to education. In the first section of the course, students will pay special attention to trends including northern and southern resistance to African American education, education as assimilation, and vocational vs. classical education. Next, they will delve into twentieth- and twenty-first-century issues involving race and education. For example, they will examine how specific communities—northern, southern, and western—grappled with the desegregation process. Finally, students will assess the extent to which desegregation has been achieved and the transformative effects of this policy on public schools. One class meeting per week.

Limited to 20 students. Spring semester. Professor Moss.

67. Topics in African-American History: Slavery and the American Imagination. (Offered as History 82 [US; or may be included in AF concentration, but not AF for distribution in the major] and Black Studies 67 [US].) This interdisciplinary seminar explores how Americans have imagined slavery over time. Drawing from works of history, fiction, and film, this course examines depictions of the "peculiar institution" to uncover connections between America's racial past and its racial present. Specific discussion topics include the origins of American slavery; the slave narrative; the emergence of radical abolitionism and pro-slavery ideology; the invention of the South; the politics of slavery in the Civil Rights era; the "discovery" of slave society; the "Roots" of black power; agency and resistance; slavery in contemporary fiction; and slavery and autobiography. Weekly readings will span a wide array of primary sources including poetry, short essays, novels, and slave narratives. There will also be occasional film screenings. Two class meetings per week.

Limited to 20 students. Omitted 2009-10. Professor Moss. To be offered as First-Year Seminar in 2009-10.

71. Race, Place, and the Law. (Offered as LJST 05 and Black Studies 71 [US].) Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

Fall semester. Senior Lecturer Delaney.

77, 77D, 78, 78D. Senior Departmental Honors.
Fall and spring semesters. Members of the Department.

97, 97H, 98, 98H. Special Topics.
Fall and spring semesters. Members of the Department.

RELATED COURSES

Apartheid. See Law, Jurisprudence and Social Thought 06.

Giving. See Kenan Colloquium 24.

BRUSS SEMINAR

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

CHEMISTRY

Professors Kushick, Leung, Marshall (Chair), and O'Hara; Associate Professors Bishop* and Burkett; Assistant Professors Jaswal and McKinney; Visiting Assistant Professor Snyder; Academic Manager Ampiah-Bonney.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their first year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or 15, 12, 21, 22, 44, and three of the following four courses: 30 (Biochemistry), 35 (Inorganic Chemistry), 38 (Atmospheric Chemistry), and 43 (Physical Chemistry). In addition, several of these courses require successful completion of work in other departments: Biology 19 for Chemistry 30; and Mathematics 12 and Physics 16 or 23 for Chemistry 43 and 44. Students are encouraged to discuss their proposed course of study for the major with a member of the Department, as there may be years when staffing considerations preclude offering all four of the elective courses.

Departmental Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and 78D in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

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*On leave 2009-10.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: inorganic and hybrid materials synthesis; design and characterization of novel catalysts; protein-nucleic acid interactions; immunochemistry; fluorescence and single-molecule spectroscopy; high resolution molecular spectroscopy of jet-cooled species; chemical-genetic characterization of cell signaling enzymes; protein phosphatase inhibitor design; biochemistry of *t*RNA modification enzymes; and atmospheric chemistry of biogenic volatile organic compounds. Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Chemistry 11 followed by Chemistry 12 are the appropriate first courses in Chemistry for most students. Those students with minimal preparation in quantitative areas will be invited to enroll in Chemistry 3 (cross-listed with Biology 3) as an entry level point. For those students with extensive high school preparation in the subject and strong quantitative skills as measured by SAT I and II (or ACT), Chemistry 15 followed by Chemistry 12 is recommended by the Department. Decisions are made on a case-by-case basis to determine whether placement out of either Chemistry 11/15 or Chemistry 12 or, less frequently, both, is appropriate. Students considering advanced placement are advised to contact the Department soon after arriving on campus.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major requirements in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

03. Chemical Basis of Biological Processes. (Offered as Chemistry 03 and Biology 03.) What are the natural laws that describe how biological processes actually work? This course will use examples from biology such as human physiology or cellular signaling to illustrate the interplay between fundamental chemical principles and biological function. We will explore how bonding plays a central role in assembling simple biological building blocks such as sugars, amino acids, and fatty acids to form complex carbohydrates, proteins, and membranes. What underlying thermodynamic and kinetic principles guide systems to biological homeostasis or reactivity? What is pH, and how are proton gradients used to generate or change an organism's response? Emphasis is on using mathematics and physical sciences to understand biological functions. Three classroom hours and three hours of laboratory per week.

Enrollment is limited to first-year students who are interested in science or premedical study, who are recommended to begin with either Mathematics 5 or

Mathematics 11 (Intensive), and who are enrolled in a Mathematics course but not in Chemistry 11. Admission with consent of the instructor. Fall semester. Professors Goutte and O'Hara.

10. Energy and Entropy. Primarily for non-science majors, this course focuses on the concepts of energy and entropy, ideas which play a central role in understanding the universe. The course, designed for those who wish to gain an appreciation and comprehension of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study practical applications of these laws to a variety of chemical, physical and environmental phenomena. Societal implications and policy formulations will also be discussed. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

Omitted 2009-10.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and macroscopic viewpoint. We begin with a detailed discussion of the physical structure of atoms, followed by an analysis of how the interactions between atoms lead to the formation of molecules. The relationship between the structures of molecular compounds and their properties is then described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

Fall semester: Professors Jaswal and McKinney. Spring semester: Professors Burkett and O'Hara.

12. Chemical Principles. The concepts of thermodynamic equilibrium and kinetic stability are studied. Beginning with the laws of thermodynamics, we will develop a quantitative understanding of the factors which determine the extent to which chemical reactions can occur before reaching equilibrium. Chemical kinetics is the study of the factors, such as temperature, concentrations, and catalysts, which determine the speeds at which chemical reactions occur. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory work per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Fall semester: Professor Kushick. Spring semester: Professors Leung and McKinney.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

Fall semester. Professor Marshall.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. Fall semester. Professor Snyder.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemsitry 21. Spring semester. Professor Snyder.

30. Biochemistry. (Offered as Biology 30 and Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: Chemistry 21 and Biology 19; Chemistry 22 is a co-requisite. Anyone who wishes to take the course but does not satisfy these criteria should obtain permission from the instructor. Spring semester. Professors Williamson (Biology) and Jaswal (Chemistry).

35. Inorganic Chemistry. The structure, bonding, and symmetry of transition metal-containing molecules and inorganic solids are discussed. Structure and bonding in transition metal complexes are examined through molecular orbital and ligand field theories, with an emphasis on the magnetic, spectral, and thermodynamic properties of transition metal complexes. Reactions of transition metal complexes, including the unique chemistry of organometallic compounds, will be examined. The laboratory experiments complement lecture material and include a final independent project. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. Fall semester. Professor Burkett.

38. Atmospheric Chemistry. As global environmental issues such as stratospheric ozone depletion and global warming have arisen, the impact of mankind on the environment, particularly the atmosphere, has become a pressing concern for both the public and scientific communities. Addressing these large-scale and highly complex problems demands a greater scientific understanding of the earth system. In this course, students will investigate Earth's atmosphere and the chemical and physical principles that shape it. Fundamental processes that determine atmospheric composition and climate, including multistep reaction mechanisms, chemical kinetics, molecular spectroscopy, photolysis, and heterogeneous chemistry, are introduced. Specific topics treated will include atmospheric composition, structure, and motion; element cycling; the transfer of solar and longwave radiation; stratospheric composition and chemistry; tropospheric oxidation processes; air pollution; and the role of human activity in global change. Laboratory, computational, and field experiments complement the lecture material. Three hours of lecture and four hours of laboratory per week.

Requisite: Chemistry 12. Omitted 2009-10. Professor McKinney.

43. Physical Chemistry. The thermodynamic principles and the concepts of energy, entropy, and equilibrium introduced in Chemistry 12 will be expanded. Statistical mechanics, which connects molecular properties to thermodynamics, will be introduced. Typical applications are non-ideal gases, phase transitions, heat engines and perpetual motion, phase equilibria in multicomponent systems, properties of solutions (including those containing electrolytes or macromolecules), and transport across biological membranes. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 23, and Mathematics 12. Mathematics 13 is recommended. Spring semester. Professor Marshall.

44. Quantum Chemistry and Spectroscopy. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids; and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 16 or 23. Fall semester. Professor Leung.

46. Molecular and Cellular Biophysics. (Offered as Physics 46 and Chemistry 46.) How do the physical laws that dominate our lives change at the small length and energy scales of individual molecules? What design principles break down at the sub-cellular level and what new chemistry and physics becomes important? We will answer these questions by looking at bio-molecules, cellular substructures, and control mechanisms that work effectively in the microscopic world. How can we understand both the static and dynamic shape of proteins using the laws of thermodynamics and kinetics? How has the basic understanding of the smallest molecular motor in the world, ATP synthase, changed our understanding of friction and torque? We will explore new technologies, such as atomic force and single molecule microscopy that have allowed research into these areas. This course will address topics in each of the three major divisions of Biophysics: biomolecular structure, biophysical techniques, and biological mechanisms.

Requisite: Chemistry 12, Physics 16/23, Physics 17/25, Biology 19 or evidence of equivalent coverage in pre-collegiate courses. Omitted 2009-10. Professor Darnton.

77, 77D, 78, 78D. Senior Departmental Honors.

Open to Senior Honors candidates, and others with consent of the Department. Fall and spring semesters. The Department.

97, 97H, 98, 98H. Special Topics. A full or half course.

Consent of the Department is required. Fall and spring semesters. The Department.

CLASSICS

Professors Griffiths (Chair), and R. Sinos*; Assistant Professor Grillo; Visiting Professor D. Sinos; Keiter Visiting Assistant Professor Trinacty

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classical Civilization course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 01 may not be counted toward the major. Latin 02-16 will normally be introductory to higher courses in Latin, and Greek 12-18 will serve the same function in Greek.

The statement of requisites given in the course descriptions below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases. For students beginning the study of Greek the following sequences of courses are normal: Either 01, 12, 15 or 17, 18; or 01, 15 or 17, 12 or 18.

Departmental Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41 and 42 in either Greek or Latin. It will also include, beyond the eight-course program described above, the courses numbered 77 and 78. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the second semester with the Department and any outside reader chosen.

In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination. The Department will cooperate with other departments in giving combined majors with Honors.

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* On leave 2009-10.

Comprehensive Requirement. Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

(1) Students ordinarily complete the requirement through course work that provides a chronological survey of the cultures of the major.
 —For the Greek major, one course: Classics 23 (Greek Civilization), Classics 32 (Greek History), Classics 34 (Archaeology of Greece), or Classics 38 (Greek Drama).
 —For the Latin major, one course: Classics 24 (Roman Civilization), Classics 33 (History of Rome), or Classics 39 (Major Roman Writers).
 —For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.

(2) When circumstances prevent the satisfaction of this requirement through course work, students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.

Classical Civilization

21. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece, with a view to their original context in Greek art and literature as well as their place in Greek religion. We will give particular attention to myths that live on in Western art and literature, in order to become familiar with the stories which were part of the repertory of later artists and authors. Three class hours per week.

Omitted 2009-10. Professor R. Sinos.

23. Greek Civilization. Readings in English of Homer, Sappho, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, and Plato to trace the emergence of epic, lyric, tragedy, comedy, history, and philosophy within the context of Greek history. Three class hours per week.

Omitted 2009-10.

24. Roman Civilization. Roman civilization, in the Roman view, started with war and government, the arts instilled by the city's eponymous founder, Romulus. Second came religion, and a set of cultural values that kept the Romans recognizably Roman over the 12 centuries between founding (traditionally 753 BCE) and collapse (476 CE). The civil wars that punctuate this long history reveal the difficulty of Rome's evolution from an agrarian community to a world empire. This course examines both Rome's fundamental institutions (army, constitution, law, religion, *familia*) and those that entered in the wake of conquest, meeting either welcome (literature, philosophy, science, new gods) or suspicion (monotheistic religion, magic). Primary readings from major literary works supply the evidence: Caesar, Cicero, Juvenal, Livy, Lucan, Lucretius, Ovid, Polybius, Sallust, Tacitus, Virgil. Three class hours per week.

Omitted 2009-10.

28. Life in Ancient Rome. An introduction to the people of ancient Rome, their daily routines and occupations as well as their place in the developing Roman state. Topics will include religious practices, the Roman army, games, slavery, women's lives, and Roman law. We will focus on primary sources, including literary as well as archaeological evidence, but will make use of modern representations of ancient Rome for the sake of comparison. Three class hours per week.

Omitted 2009-10.

33. History of Rome. This course examines the political and social systems and struggles that marked Rome's growth from a small city-state to a world empire. Through various sources (Roman works in translation and material evidence) we will focus on the development of the republican form of government and its transformation into an empire. We will study also the daily life of the people and the impact of Christianity on the Roman Empire.

Spring semester. Professor Grillo.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the architecture, sculpture, and other finds from major sanctuaries, habitations, and burial places, this course will explore the ways in which archaeological evidence illuminates economic, political, philosophical, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Three class hours per week.

Omitted 2009-10

38. Greek Drama. (Offered as Classics 38 and Women and Gender Studies 38.) This course addresses the staging of politics and gender in selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes, with attention to performance and the modern use of the plays to reconstruct systems of sexuality, gender, class, and ethnicity. We also consider Homer's *Iliad* as precursor of tragedy, and the remaking of plays in contemporary film, dance, and theater, including Michael Cacoyannis, *The Trojan Women*; Rita Dove, *The Darker Face of the Earth*; Martha Graham, *Medea* and *Night Journey*; Pier Paolo Pasolini, *Oedipus Rex* and *Medea*; and Igor Stravinsky, *Oedipus Rex*.

Fall semester. Professor Griffiths.

77, 78. Senior Departmental Honors.

Fall and spring semesters. Members of the Department.

97, 98. Special Topics.

Fall and spring semesters. Members of the Department.

Greek

01. Introduction to the Greek Language. This course prepares students in one term to read Plato, Greek tragedy, Homer, and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12 and then Greek 15 or 17.

Fall semester. Professor Grillo

01. Introduction to the Greek Language. This course prepares students in one term to read Greek tragedy, Plato, Homer, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 15 or 17 and then Greek 12 or 18.

Spring semester. Professor D. Sinos.

12. Greek Prose: Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries BC. Additional readings in translation. Three class hours per week.

Requisite: Greek 01 or equivalent. Spring semester. Professor Griffiths.

15. An Introduction to Greek Tragedy. After a review of forms and grammar, we will read a play with emphasis on poetic diction, dramatic technique and ritual context. Additional readings in translation. Three class hours per week.

Requisite: Greek 01 or equivalent. Fall semester. Professor Griffiths.

17. Reading the New Testament. This course offers an introduction to New Testament Greek. We will read selections from the Gospels and Epistles and will discuss the social and philosophical context as well as the content of the texts. Three class hours per week.

Requisite: Greek 01 or equivalent. Fall semester. Professor D. Sinos.

18. An Introduction to Greek Epic. A reading of selected passages from the *Iliad* with attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 12, 15, 17 or equivalent or consent of the instructor. Spring semester. Professor D. Sinos.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 2009-10 Greek 41 will read Homer's *Odyssey*. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. Fall semester. Professor D. Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 2009-10 Greek 42 will read lyric poetry. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. Spring semester. Professor Griffiths.

77, 78. Senior Departmental Honors.

Fall and spring semesters. Members of the Department.

97, 98. Special Topics.

Fall and spring semesters. Members of the Department.

Latin

01. An Introduction to Latin Language and Literature. This course prepares students to read classical Latin. No prior knowledge of Latin is required. Three class hours per week.

Fall semester. Visiting Professor Trinacty.

02. Intermediate Latin. This course aims at establishing reading proficiency in Latin. Forms and syntax will be reviewed throughout the semester. We will read selections from Seneca's *Epistulae morales* and one or two poems from Virgil. Three class hours per week.

Requisite: Latin 01, or equivalent. Spring semester. Visiting Professor Trinacty.

15. Latin Literature: Catullus and the Lyric Spirit. This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.

Requisite: Latin 02, or equivalent. Fall semester. Professor Arnold (Mount Holyoke College).

16. Latin Literature in the Augustan Age. An introduction to the literature and culture of Augustan Rome through a close reading of Ovid and other authors illustrating the period. Three class hours per week.

Requisite: Latin 02 or 15, or equivalent. Spring semester. Professor Grillo.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 2009-10 Latin 41 will read Roman Elegy. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16, or equivalent. Fall semester. Professor Grillo.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 2009-10 the readings for Latin 42 will be announced. Readings will include Cicero, Horace, Ovid and Pliny. Three class hours per week. Seminar course.

Requisite: Latin 15, 16, 41, or equivalent. Spring semester. Professor TBA.

77, 78. Senior Departmental Honors.

Fall and spring semesters. Members of the Department.

97, 98. Special Topics.

Fall and spring semesters. Members of the Department.

RELATED COURSES

Readings in the European Tradition I. See European Studies 21.

Ancient Philosophy. See Philosophy 17.

COLLOQUIA

Colloquia are interdisciplinary courses not affiliated with a department. Whether colloquia are accepted for major credit by individual departments is determined for each colloquium separately; students should consult their major departments.

18. Post-Cold War American Diplomatic History. [Political Science AP, IR] This course will examine the history of American foreign relations from the fall of the Berlin Wall to the present. One class meeting per week.

Limited to 30 students. Preference given to students who have taken one of the following courses: Political Science 26, 30, History 49, 50, 51. Not open to first-year students. Spring semester. Professors Levin and Machala.

19. American Diplomacy in the Middle East from the Second World War to the Iraq War. [Political Science AP, IR] This course will examine the central question of how and why, after supplanting Great Britain as the major external power in the Middle East and after defeating the effort of the Soviet Union to challenge American hegemony in the region, the United States in the post-Cold War era nonetheless came to be challenged by the states of Iraq and Iran and by a transnational and radical Islamic fundamentalism. In endeavoring to answer this question we will explore American diplomacy in the Middle East during the early Cold War by focusing on the origins of the Truman Doctrine and on the role of the United States in the birth of Israel; America's roles in the Iranian coup d'etat of 1953 and the Suez crisis of 1956 in the process of supplanting British power in the region; America's efforts to contain Soviet influence and Nasser's pan-Arabism as a prelude to America's role in the origins and aftermath of the Six Day War of 1967; the effort of the United States in the 1970s to exclude the Soviet Union and to lead a Middle East peace process culminating in the Israeli-Egyptian peace treaty of 1979; America's responses in the 1980s to the Soviet intervention in Afghanistan, to the Iranian Revolution, to the civil war and the Israeli intervention in Lebanon, and to the Iraq-Iran war; the effort of the United States in the 1990s to practice dual-containment of Iran and Iraq, in the aftermath of the Gulf War of 1990-91, and to promote Israeli-Palestinian peace through the Oslo process; and the response of the Bush Administration to the collapse of the Oslo process and to 9/11 by using military force to effect regime change in Afghanistan and Iraq and by seeking to curb the nuclear program of Iran. One class meeting per week.

Requisite: Some prior course work in American Diplomacy, World Politics, American Foreign Policy, or Middle Eastern Studies. Not open to first-year students. Limited to 40 students. Omitted 2009-10. Professors Levin and Machala.

20. Media, Culture and Citizenship Since 9/11. (Also Communications 397A at the University of Massachusetts.) Millions of people in the last century and the current one have given and lost their lives in the name of nations and national identities. The common assumption is that all individuals have a national identity and such identities are essential and mutually exclusive. Yet in the U.S., "a nation of immigrants," such an assumption can only be questionable. The events of 9/11 have made it more so when many U.S. citizens of color and U.S. Muslims become "less American" than others, along with anyone vaguely (usually wrongly) suspected of terrorist impulses. The vulnerability of citizenship rights long fought for by communities of color and non-dominant faith is redoubled.

"National security" and border control have always been important in official definitions of citizenship. Perhaps part of the anxiety that followed 9/11 was the recognition that in the modern world border control could not guarantee security. In fact, however, these are problems that extend well beyond recent U.S. experience. Borders have regularly (often violently) shifted in much of the world: examples include changing European territories after the first and second World War; the many independent countries resulting from the breakup of the Soviet Union after 1989; the shifting borders between Pakistan and Afghanistan; the spillage of "ethnic cleansing" and warfare across many national borders in Africa. Given the mutability of borders, citizenship becomes problematic in terms of citizens' rights and governments' obligation to protect them.

In the U.S. since 9/11 many traditional rights of citizenship have been limited or even eliminated: protection against arbitrary arrest, the right to a fair and speedy trial, freedom from guilt by association, the creation of invidious distinctions between naturalized and native-born citizens. We will explore these limits and the experiences of U.S. Americans and others in a world in which citizenship does not dependably protect or define individuals and their identities. How do Americans and citizens in other countries now imagine the communities to which they belong? How is citizenship refigured in public, popular, official and activist discourses? How, finally, might the study of culture and communication intervene against threats to citizenship rights in the US and beyond?

Omitted 2009-10. Professor O'Connell and Professor Henderson (University of Massachusetts).

COMPUTER SCIENCE

Professors C. McGeoch†, L. McGeoch, Rager (Chair); Associate Professor Kaplan.

Major Program. The course requirements for the Computer Science major are Computer Science 11, 12, 16, 20, 26, and 30, and three additional Computer Science courses numbered above 20. Students with a strong background may be excused from taking Computer Science 11 and/or 12. It is recommended that such students consult with a member of the Department in the first year. Majors must pass at least nine Computer Science courses, so one or two additional electives are required for those who are excused from Computer Science 11 and/or 12.

Participation in the Departmental Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department as soon as possible to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the senior year.

The requirements listed above apply to students graduating after 2010. Majors graduating in 2010 must take a set of core courses and at least three electives. The core courses include Computer Science 11 and 12, along with either Computer Science 14 or 16. In addition, they must take either Computer Science 21 and 31 or Computer Science 20 and 30. If the Computer Science 21/31 sequence is used, either Mathematics 15 or an approved substitute is required. If the Computer Science 20/30 sequence is used, one additional course is required, either a Computer Science elective or a Mathematics course numbered 14 or higher. If a student is excused from taking both Computer Science 11 and 12 by advanced placement, an additional elective is required. For students graduating in 2010, Computer Science 26 is highly recommended but not required. If taken, it can be counted as an elective.

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†On leave fall semester 2009-10.

Comprehensive Examination. Each major must take an oral comprehensive examination during the senior year. A document describing the comprehensive examination, which covers Computer Science 12, 16, 20, and 30, can be obtained from the Department Coordinator. Majors are encouraged to take the exam early in the year if they have completed the covered courses.

Departmental Honors Program. The Honors Program in Computer Science is open to senior majors who wish to pursue independent research and to write a thesis. A student may apply to the program by submitting a proposal during the spring semester of the junior year. If the proposal is accepted, the student is admitted to the program, enrolls in Computer Science 77 for the fall semester, and begins research under the guidance of a faculty advisor. Students in Computer Science 77 meet together weekly to discuss their independent work. At the end of the fall semester, each student writes an extended abstract describing his or her work. Students whose abstracts show significant progress are admitted to Computer Science 78 and complete a thesis during the spring semester. A document describing the details of the Honors Program is available from the Department Coordinator. Computer Science 77 and 78 do not count as elective courses in completing the major in Computer Science.

05. Demystifying the Internet. This course provides an introductory survey of topics in computer science that are related to the Internet. Students will become familiar with the history and underlying structure of the Internet and with technologies such as email, web browsers, search engines, and web page design tools. We will learn about the science behind the technology: topics to be addressed include network design and network protocols, modern encryption methods, and applications of algorithmics and artificial intelligence to the design of search engines. Some time will also be spent considering social issues such as privacy, worms and viruses, spam, cookies, and encryption policy. Three class meetings per week, with occasional in-class lab sessions. This course does not provide prerequisite credit for any computer science course, nor does it count towards the computer science major. No previous experience with computers is required.

Limited to 40 students. Spring semester. Professor C. McGeoch.

11. Introduction to Computer Science I. This course introduces ideas and techniques that are fundamental to computer science. The course emphasizes procedural abstraction, algorithmic methods, and structured design techniques. Students will gain a working knowledge of a block-structured programming language and will use the language to solve a variety of problems illustrating ideas in computer science. A selection of other elementary topics will be presented, for example: the historical development of computers, comparison and evaluation of programming languages, and artificial intelligence. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

Fall semester: Professor L. McGeoch. Spring semester: Professor Kaplan.

12. Introduction to Computer Science II. A continuation of Computer Science 11. This course will emphasize more complicated problems and their algorithmic solutions. The object-oriented programming paradigm will be discussed in detail, including data abstraction, inheritance and polymorphism. Other topics will include linked lists and trees and the use of finite-state machines in algorithm design. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or consent of the instructor. This course is the appropriate starting point for most students with some prior programming experience. Fall and spring semesters. Professor Rager.

16. Computer Systems I. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, assembly languages, and basic machine architecture. The course will also introduce operating systems topics, basic memory management, and topics in network communication. Projects will include the design of digital circuits and the simulation of operating system and network processes.

This course has no requisite and no programming experience is required. It is not open to students who previously took Computer Science 14. Fall semester. Professor Kaplan.

20. Data Structures and Algorithms I. This course is the first part of a two-semester sequence examining data structures (ways of organizing data so that it can be used effectively) and algorithms (the methods that can be used to manipulate data). The use of appropriate data structures and algorithms can often dramatically reduce the computational work needed to solve a problem. Topics examined in this course will include proof techniques, run-time analysis, heaps, hash tables, sorting, searching, and divide-and-conquer algorithms. The course will provide advanced programming experience and will emphasize the use of abstraction in program design. This class is not open to students who previously took Computer Science 21.

Requisite: Computer Science 11. Spring semester. Professor L. McGeoch.

23. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore some of these paradigms and discuss the major ideas underlying language design. Several languages will be introduced to illustrate ideas developed in the course. Topics will include functional programming, declarative programming, and programming for concurrency and distributed computing. Offered in alternate years.

Requisite: Computer Science 12. Omitted 2009-10.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will discuss methods of representing knowledge and methods of solving general problems using heuristic search. It will also discuss the design of algorithms that learn and generalize from experience. Other topics will be chosen to reflect the interests of the class and may include: communicating in English, game playing, probabilistic reasoning, planning, vision and speech recognition, computers modeled on neurons, and the possibility and implications of the existence of non-human intelligence. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 12. Fall semester. Professor Rager.

26. Computer Systems II. This course will examine the principles and design choices involved in creating the software and hardware systems on which ordinary computer programs rely. It will develop advanced topics in computer processor architecture, cover the design of operating systems and runtime systems, and provide an introduction to programming language compilers. Architectural topics will include pipelines, out-of-order execution, symmetric multithreading, and multi-core cache management. Topics in operating and runtime systems will include virtual memory, file systems, linkers and loaders, virtual machines, memory allocators, and garbage collectors. Projects will involve the implementation of key concepts and structures.

Requisite: Computer Science 11 and either Computer Science 14 or 16. Spring semester. Professor Kaplan.

28. Networks and Cryptography. Computing networks have fundamentally changed the ways in which we use computers. The ubiquity of networks and their broad range of uses have created substantial challenges in the area of computer communication. Not only must data be delivered quickly and reliably from one computer to another, but in many cases that data must also be secure from eavesdroppers. Moreover, the recipient of the information often needs to be sure of the identity of the sender. Encryption can be used to achieve both security and authentication of information. This course will begin with the problem of communicating between two computers, followed by the problem of building generalized networks for an arbitrary number of computers. Networking topics will include layered network structure, signaling methods, error detection and correction, flow control, routing, and protocol design and verification. We will then examine in detail a variety of encryption schemes, how they can be used, and how secure they are. Cryptographic topics will include classical cryptosystems, the data encryption standard, public-key cryptography, key escrow systems, and public policy on encryption. Offered in alternate years.

Requisite: Computer Science 12 or 20. This course is not open to students who previously took Computer Science 27 or 29. Omitted 2009-10.

30. Data Structures and Algorithms II. This course continues the exploration of data structures and algorithms that is begun in Computer Science 20. Topics include balanced search trees, amortized algorithms, graph data structures and algorithms, greedy algorithms, dynamic programming algorithms, NP completeness, and case studies in algorithm design.

This course will be offered in the fall semester each year, beginning in 2009-10. It is part of the new Computer Science 20/30 sequence and will not be open to students who have taken Computer Science 21 or 31.

Requisite: Computer Science 12 and 20. Fall semester. Professor L. McGeoch.

34. Applied Algorithms. We will look at recent advances in the design and analysis of data structures and algorithms, with an emphasis on real-world applications. Topics to be covered include approximation algorithms and heuristics for NP-hard problems; combinatorial optimization; new analysis techniques; and methods of algorithm engineering and experimental analysis of algorithms. The specific problem domains to be studied will vary from year to year, to reflect the state of the art in algorithm research. Students will read and present research papers and carry out small research projects to evaluate algorithm performance in realistic scenarios.

Requisite: Computer Science 30. Spring semester. Professor C. McGeoch.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Offered in alternate years.

Requisite: Computer Science 12 and either 14 or 16. Spring semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive languages, finite state automata, Turing machines, decidability, and computational complexity. Offered in alternate years.

Requisite: None, although analytical aptitude is essential. Omitted 2009-10.

39. Advanced Operating Systems. Computer operating systems are responsible for allowing multiple users and their programs to share the hardware resources of a single machine. The policies implemented in an operating system determine its ability to provide good performance, fair sharing, isolation between programs, and predictable behavior. There are many policy choices that determine these properties, and measuring their effect requires empirical experimentation and analysis.

This course will examine both basic and advanced policies that can be used to control process scheduling, memory management, disk scheduling, network bandwidth allocation, and power consumption. We will design and perform experiments to evaluate these policies, comparing them and analyzing their behavior. Experiments will involve both simulation and in-kernel implementation. Offered in alternate years.

Requisite: Computer Science 26 and either Computer Science 12 or 20. Fall semester. Professor Kaplan.

40. Seminar in Computer Science. The topic for 2009-10 will be determined in the fall semester.

Requisite: To be determined. Spring semester. Professor Rager.

77, 78. Senior Departmental Honors.

Open to seniors with consent of the Department. Fall and spring semesters. The Department.

97, 98. Special Topics. Independent reading.

CREATIVE WRITING

Advisory Committee: Writer-in-Residence Hall (Director); Professors Ciepiela, Douglas, Frank, Maraniss, and Sofield; Senior Lecturer von Schmidt; Visiting Lecturer Murray.

The Creative Writing Center offers courses in the writing of fiction, poetry, drama, non-fiction, and translation; in addition we sponsor a reading series, as well as class visits by practicing writers and editors. The work of the Center is interdisciplinary in that those who teach creative writing are drawn from various College departments.

The faculty of the Center strongly believes that creative writing should take place in the context of a liberal arts education. We also believe that students benefit from the discipline of writing from experience, real and imagined, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because we believe that creative writing is in large part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. We do not offer a major and do not invite students to formulate interdisciplinary majors in creative writing; instead we believe that the most desirable education for a writer is not a heavy concentration of writing courses, but rather a selection of such courses along with many others in literature and other subjects.

The Center does not offer courses independently: all of the courses listed below are located in various departments and count toward the major requirements of those departments. In addition to the courses listed here, students may arrange to take special topics courses with any faculty member willing to do so—including those who do not teach in the Center—and to undertake creative writing honors projects in their major departments.

Generally, pre-registration for creative writing courses is not allowed. Consult the Creative Writing web page (www.amherst.edu/academiclife/departments/cwc) for information on admission procedures.

RELATED COURSES

Writing Poetry I. See English 21.

Writing Poetry II. See English 27.

Screenwriting. See English 24.

Non-Fiction Writing. See English 25.

Fiction Writing I. See English 26.

Fiction Writing II. See English 28.

Imitations. See English 29.

Composition. See English 50.

Poetic Translation. See European Studies 24.

Playwriting I. See Theater and Dance 31.

Playwriting Studio. See Theater and Dance 61.

ECONOMICS

Professors Barbezat, Nicholson, Rivkin (Chair), Westhoff, Woglom, and B. Yarbrough; Adjunct Professor R. Yarbrough; Associate Professors Kingston and Reyes; Assistant Professors Alpanda, Honig, Ishii, and Sims.

Major Program. A major in economics comprises a sequence of courses that begins with Economics 11, a survey of current economic issues and problems and an introduction to the basic tools essential for all areas of economics. Economics 11 is a requisite for all other courses in economics, and for many courses there is no other requisite. After completing Economics 11 a student may enroll in a variety of applied courses. Students may be excused from the requirement of taking Economics 11 by demonstrating an adequate understanding of basic economic principles. Four specific ways of being excused from the Economics 11 requirement are: (1) Attaining a grade of 4 or 5 on both the macroeconomic and microeconomic portion of the Advanced Placement Exam; (2) Passing a placement exam that is given by the department typically at the beginning of each semester; (3) Attaining a grade of 6 or 7 on the higher level International Baccalaureate in Economics; (4) Attaining a grade of A on the A levels.

In addition to Economics 11, all majors must complete the sequence of core theory courses: Economics 53 or 57; 54 or 58; and 55 or 59. These courses can be taken in any order, but it is recommended that a student take Economics 53/57 or 54/58 before enrolling in Economics 55/59. In addition, it is not generally advisable to take more than one of the core theory courses in a given semester. The core theory courses must be completed at Amherst. In exceptional circumstances (studying abroad is not an exceptional circumstance), a student may be permitted to substitute a non-Amherst course for one of the core courses. Such exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work.

The major is completed by taking a number of elective courses in economics and passing a comprehensive exam. Majors must take a total of nine courses in economics, which include Economics 11, the core theory courses, and at least one upper level elective numbered 60 to 76 and 79. Honors students must take a total of ten courses. Non-Amherst College courses (including courses taken abroad) may be used as elective courses. Such non-Amherst courses must be taught in an economics department, and the student must receive one full Amherst College course credit for the work. Therefore, if a student were to take five courses abroad, which included two economics courses and for which Amherst College awarded four course credits, the work done abroad would be counted as the equivalent of one elective course in economics. If only one of the five courses were an economics course, the student would not receive any elective credits. Students who transfer to Amherst and wish to receive credit towards the major requirements for previous work must obtain written permission from the Chair of the department.

Requirements for Declaring an Economics Major. In addition to the requirements described above, majors in Classes 2009-2011 must attain a grade of C+ or better in Economics 11 and a grade of C+ or better in Economics 53 or 57, Economics 54 or 58, or Economics 55 or 59, whichever is taken first. A student may be admitted to the major conditionally after successfully completing Economics 11 with a grade of C+ or better, but will be dropped from the major if he or she obtains a grade below C+ in the first core theory course taken. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one of the remaining core theory courses. Effective with the Class of 2012, majors must attain a grade of B or better in Economics 11 or a grade of B– or better in an elective before being allowed to register for a core course.

Departmental Honors Program. To be eligible to enter the honors program, a senior (or second semester junior in an E Class) must have completed the core theory courses with an average grade of 11.00 or higher. Honors students take Economics 77, the Senior Departmental Honors Seminar, in the fall semester, and complete their honors essay under the guidance of an individual advisor in the spring semester, Economics 78. Economics 77 and 78 can both be counted as elective courses towards the major total course requirement. Students who successfully complete Economics 77 and 78 do not have to take the comprehensive exam in economics. Students who intend to enter the honors program are encouraged to take the advanced macroeconomic and microeconomic core theory courses.

Comprehensive Exam. A written comprehensive exam is given during the first week of the second semester to senior economics majors who have completed the core theory courses.

Graduate Study. Students who intend to pursue graduate study in economics are strongly advised to take additional courses in mathematics. Such students should plan on taking Mathematics 12 and 22, at a minimum, and ideally Mathematics 13 and 28 in addition.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only by second semester juniors or seniors, and only with the consent of the instructor. Other departmental courses may be taken on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option in a course used to satisfy a major requirement.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people.

Requisite for all other courses in economics. Each section limited to 25 Amherst College students.

Fall semester. One lecture and three hours of discussion per week. Professors Alpanda, Honig, Rivkin (Course Chair), Sims, and Woglom.

Professor Sims' section is designed for students interested in environmental studies. See Environmental Studies 23 for more information.

Spring semester. Three hours of lecture and one hour of discussion per week. Professors Alpanda, Rivkin (Course Chair), and Sims.

23. Poverty and Inequality. (Offered as Economics 23 and Black Studies 16 [US].) Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare recipiency, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Limited to 50 students. Fall semester. Professor Rivkin.

24. Industrial Organization. This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. Limited to 50 students. Omitted 2009-10. Professor Ishii.

25. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Limited to 50 students. Spring semester. Professor Sims.

26. Economics of Education. Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Limited to 50 students. Omitted 2009-10. Professor Rivkin.

28. Economic History of the United States, 1600-1860. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the colonial period and the creation of the nation and end with the Civil War and the breakdown of the Union. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Omitted 2009-10. Professor Barbezat.

29. Economic History of the United States, 1865-1965. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the reconstruction period after the Civil War and end with the Civil Rights Era and the War on Poverty. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Omitted 2009-10. Professor Barbezat.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Limited to 50 students. Fall semester. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system. Not open to students who have taken Economics 76.

Requisite: Economics 11. Limited to 50 students. Fall semester. Professor B. Yarbrough.

34. Money and Economic Activity. This course studies the monetary systems that facilitate exchange. Such systems overcame the limitations of barter with commodity monies such as gold, and gradually evolved into financial intermediaries that issue paper notes and bank deposits as money. Intermediaries in markets for insurance, debt, and equity are studied too. Also, the effects of financial markets on aggregate economic activity and the level and term structure of interest rates are studied. Not open to students who have taken Economics 63.

Requisite: Economics 11. Limited to 50 students. Spring semester. Professor Woglom.

35. Consumption and Pursuit of Happiness. In the Declaration of Independence, the Founders called the "pursuit of happiness" an "unalienable right," yet both psychologists and economists have poignently noted that we do not well understand the determinents of the attainment of happiness or contentment. In this course, we will examine the neoclassical model of utility maximization and contrast it to other modes of understanding how and why people make the decisions they do, as they pursue their happiness. We will examine the work of economists Richard Easterlin, Richard Layard, Andrew Clark; psychologists John Perkins, Daniel Kahneman; and Buddhists David Loy, Prayudh Payutto and others. The course will also include a lab in which students will examine their own consumption decisions and their assumptions about the attainment of happiness.

Requisite: Economics 11. Limited to 25 students. Spring semester. Professor Barbezat.

36. Economic Development. An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. Limited to 50 students. Omitted 2009-10. Professor Kingston.

40. Health Economics and Policy. Health care poses many pressing public policy issues: Why do we spend so much on health care? Does it actually produce significantly better health? What is the appropriate role of government? Should the U.S. have a system of national health insurance? This course provides insight into these questions. We will start by assessing the important role of health care in the national economy (health care costs exceed 15% of the Gross Domestic Product of the United States) and by applying economic models to the production of health and health care. We will then study the structure of the health care market and the role of key institutions. Next, we will devote substantial time to the role of government, placing emphasis on the status of the uninsured population and on public provision of care to the disadvantaged. Finally, we will use this acquired knowledge to consider possibilities for national health care reform and to discuss the relative merits of current state reform efforts. Throughout this analysis, we will pay particular attention to the nature of health care markets, the anatomy of market failures, and the implications for current policy. Empirical results, current issues, and public policy will be discussed throughout the course.

Requisite: Economics 11. Limited to 50 students. Spring semester. Professor Reyes.

53. Macroeconomics. This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals. A student may not receive credit for both Economics 53 and Economics 57.

Requisite: Economics 11 and Mathematics 11 or equivalent. Fall semester: Professor Barbezat. Spring semester: Professor Honig.

54. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods. A student may not receive credit for both Economics 54 and Economics 58.

Requisite: Economics 11 and Mathematics 11 or equivalent. Fall semester: Professor Reyes. Spring semester: Professor B. Yarbrough.

55. An Introduction to Econometrics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisite: Economics 11 and Mathematics 11 or equivalent. Fall semester: Professor Westhoff. Spring semester: Professor Alpanda.

57. Advanced Macroeconomics. This course covers similar material to that covered in Economics 53 but is mathematically more rigorous and moves at a more rapid pace. A student may not receive credit for both Economics 53 and Economics 57.

Requisite: Economics 11 and Mathematics 12 or equivalent, or consent of the instructor. Spring semester. Professor Woglom.

58. Advanced Microeconomics. This course covers similar material to that covered in Economics 54 but is mathematically more rigorous and moves at a more rapid pace. A student may not receive credit for both Economics 54 and Economics 58.

Requisite: Economics 11 and Mathematics 13 or equivalent, or consent of the instructor. Fall semester. Professor Nicholson.

59. Econometrics. This course studies the specification, estimation, and testing of econometric models based on the maximum likelihood and method of moments principles. It builds from mathematical statistics and utilizes matrix algebra, the rudiments of which will be introduced in the course. The course will also review applications of econometric models to various areas of micro and macroeconomics. A student may not receive credit for both Economics 55 and Economics 59.

Requisite: Economics 11, Mathematics 13, and Mathematics 17 or equivalent. Spring semester. Professor Rivkin.

60. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54 or 58. Omitted 2009-10. Professor Rivkin.

63. The Economics of Finance. A study of the role of financial markets in the efficient allocation of resources. We look at how financial markets: (1) enable the transfer of resources across time and space; (2) facilitate the reduction and management of risk; and (3) provide information about the future, which is important to public policymakers as well as private firms and individuals. The financial theories studied include: (1) the theory of present discounted values; (2) the capital asset pricing model; (3) the efficient markets hypothesis; and (4) the Black-Scholes model for the pricing of contingent claims.

Requisite: Economics 54 or 58. Limited to 35 students. Omitted 2009-10. Professor Woglom.

64. Evaluating Social Policy. This seminar in social policy examines a number of social programs in the United States, including Medicaid, the Earned Income Tax Credit, and Temporary Aid to Needy Families. The course will introduce you to the operation of these programs and will illustrate how economic and econometric tools can be used to evaluate them. A significant portion of the course will be devoted to careful reading and discussion of empirical research papers, including discussion of the relative merits of various empirical and econometric techniques. Students will be asked to participate actively in class discussion, to make oral presentations, to evaluate empirical data, and to write one of more papers on specific social programs. Throughout the course, we will also think broadly about the goals of social policy and the practical challenges policymakers face in designing effective policies.

Requisite: Economics 55 or 59. Limited to 20 students. Spring semester. Professor Reyes.

66. Law and Economics. This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or 58 or consent of the instructor. Fall semester. Professor Nicholson.

70. Seminar in International Monetary Economics. This seminar examines the process of international macroeconomic policy coordination over the past three decades, for example, to deal with the large U.S. current account deficit and associated global imbalances. We begin by considering various concepts of international economic policy coordination and the level and distribution of benefits from such activity. We will discuss the various instruments (monetary, fiscal, and exchange rate policies) and forums (IMF, G-7) of policy coordination. We will review a dozen or so episodes of actual or potential policy coordination starting with 1970 and the breakdown of the Bretton Woods regime. We will consider whether the diagnosis was right, the policy framework was agreed upon, the policy actions or inactions were appropriate, and what lessons were learned. Students will make a presentation and write a paper on one of these episodes.

Requisite: Economics 33 or 53/57 or consent of the instructor. Limited to 20 students. Omitted 2009-10.

71. Economic History Seminar. We will begin by examining contemporary growth and development models and then apply them to the sweep of global economic history over the past 300 years. The course is a seminar, so students will be assessed on their close reading and their responses to articles and books assigned in the course. Students will engage directly with economic history issues and will produce an original piece of research by the end of the course.

Requisite: Economics 53 or 57 and 54 or 58. Limited to 15 students. Spring semester. Professor Barbezat.

72. Dynamic Macroeconomics. Modern macroeconomic policy analysis relies heavily on dynamic models such as Vector Autoregressions (VAR) and dynamic stochastic general equilibrium (DSGE) models. This course will introduce the theory behind these models, their parameterization using maximum likelihood estimation and calibration, and their applications to specific macroeconomic issues. Topics covered will include, but will not be limited to, determinants of aggregate fluctuations, the lags associated with monetary policy, the effects of increased global demand for commodities, the risk premium associated with stock returns, and forecasting macroeconomic aggregates. Students will be asked to write a term paper employing these models to analyze empirical data of a specific country.

Requisite: Economics 53 or 57, 54 or 58, and 55 or 59. Limited to 20 students. Fall semester. Professor Alpanda.

73. Game Theory and Applications. Game theory analyzes situations in which multiple individuals (or firms, political parties, countries) interact in a strategic manner. It has proved useful for explaining cooperation and conflict in a wide variety of strategic situations in economics, political science, and elsewhere. Such situations can include, for example, firms interacting in imperfectly competitive markets, auctions, arms races, political competition for votes, and chess. This course will provide an introduction to the tools and insights of game theory. Though mathematically rigorous, emphasis will be on applications rather than on formal theory.

Requisite: Economics 54 or 58. Omitted 2009-10. Professor Kingston.

75. Economic Growth. Income in the United States has increased more than tenfold over the last century, and incomes in the United States and most of Western Europe are at least 30 times higher than incomes in much of sub-Saharan Africa. This course explores what economists know about the process of economic growth that generated such outcomes. We will examine both formal theories of economic growth and the empirical literature on comparative economic growth, as well as examples of individual countries' growth experiences.

Requisite: Economics 55 or 59 and at least one of Economics 32, 33, 36, 53, 54, 57, or 58. Omitted 2009-10. Professor B. Yarbrough.

76. Topics in Open-Economy Macroeconomics. A seminar in international macroeconomics, with an emphasis on emerging market economies. We will read and discuss empirical research papers. Topics covered will include financial globalization, banking and currency crises, exchange rate regimes, dollarization, and institutions and governance.

Requisite: Economics 33, 53 or 57. Limited to 20 students. Fall semester. Professor Honig.

77. Senior Departmental Honors Seminar. A seminar preparing senior economics majors to undertake independent research for their honors projects. Five or six topics of current interest will be studied.

Requisites: An average grade of 11.00 or higher in Economics 53/57, 54/58, and 55/59. Fall semester. Professor Reyes.

78. Senior Departmental Honors Project. Independent work under the guidance of an advisor assigned by the Department.

Requisite: Economics 77. Spring semester.

79. New Institutional Economics. All economic activity is embedded in a framework of institutions including both formal laws and contracts, and informal norms and conventions. Institutions constrain individual behavior and thereby affect resource allocation, income distribution, learning, and economic growth. This course introduces recent approaches to the study of institutions in economics and political science. Particular emphasis will be placed on recent applications to economic history and development, and to theories of institutional stability and change.

Requisite: Economics 73 or instructor consent required. Omitted 2009-10. Professor Kingston.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. Fall and spring semesters.

RELATED COURSE

Introduction to Economics with Environmental Applications. See Environmental Studies 23.

ENGLISH

Professor Emeritus Townsend; Professors Barale, Cameron†, Chickering*, Cobham-Sander (Chair), Frank, Guttmann (Director of Studies), O'Connell, Parker*, Peterson, Pritchard, Rushing, Sánchez-Eppler, and Sofield; Associate Professors Bosman†, Hastie, and Parham*; Assistant Professor Hayashi; Senior Lecturer von Schmidt; Writer-in-Residence Hall; Visiting Writer Chee; Dean of Students Lieber; Visiting Professor Berek; Five College Associate Professor Hillman; Visiting Assistant Professors Cayer and Walling; Simpson Lecturer Wilbur; Visiting Lecturers Bergoffen and Murray.

Major Program. Students majoring in English are encouraged to explore the Department's wide range of offerings in literature, film, and culture. Rather than prescribe any particular route through its curriculum, the Department helps its students develop their own interests and questions.

To this end, all students work closely with their advisor in defining an area of concentration within the many offerings in English studies. Upon declaring the major, all students must submit to the Department a *statement of concentration* which defines a field of inquiry structured around no fewer than three interrelated English courses. This statement articulates the student's understanding of how the named courses cohere in a field of concentration, along with courses in other disciplines or languages that may be related to the primary focus of the English major. In consultation with the advisor, the statement of concentration is regularly reviewed and it may be revised to accommodate shifts of emphasis in the student's curricular choices. An updated concentration statement must be signed by the advisor and submitted to the Department in order to complete a major in English.

Majoring in English also requires the completion of ten courses offered or approved by the Department. **The Department's courses are organized into four levels. Level I courses are writing-attentive and writing-intensive courses on a variety of topics. Level II courses are introductory creative writing courses and introductions to literary, film, and cultural studies on topics that include genres, media, discourses, terms, methods, or periods. They are primarily for first- and second year students, but open to all. Level III comprises the bulk of the Department's offerings in advanced creative writing and film and cultural studies, individual authors, and literary history, criticism, and theory. Level IV courses are seminars for junior and senior majors emphasizing independent inquiry, critical and theoretical issues, and extensive writing. Majors are required to take at least one course each from Level I and Level II, and a Level IV seminar.**

*On leave 2009-10.
†On leave fall semester 2009-10.

Majors may count towards the ten required courses up to three courses in creative writing. No more than two courses not offered by members of the Department may be counted towards the major, except with the recorded permission of the student's advisor. Because English 95, Seminar in English Studies, can lead in the senior year to a tutorial project, the Department strongly urges majors to fulfill the seminar requirement during the junior year. The Department will not guarantee admission to a particular section of English 95 in the second semester of the senior year.

In addition, in the fall of the senior year, majors must pass a comprehensive examination based upon an outside reading list. The current list, along with other information and announcements about the English major, is available on the Department's web page.

Departmental Honors Program. The Department awards Latin honors to seniors who have achieved distinction in course work for the major and who have also demonstrated, in a submitted portfolio of critical or creative work, a capacity to excel in composition. Students qualify for Latin honors only if they have attained a B+ average in courses approved for the major; the degree *summa cum laude* usually presupposes an A average.

Unlike other Amherst departments, English has no senior honors course. While students often include in their portfolios work that they complete in the Senior Tutorial (English 87/88), enrollment in these independent study courses is not a requirement for honors consideration.

To be considered for honors a student must submit to the Department a *portfolio,* which contains normally 50 to 70 pages of writing. The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics (English 97/98), composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these essays must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Department does not refer to the portfolio as a "thesis" because that is simply one of many forms the portfolio may take. It may be, for example, a short film or video, a collection of essays or poems or stories, a play, a mixture of forms, an exploration in education or cultural studies.

Before a student can submit a portfolio, it first must be approved by his or her designated tutor or major advisor. If the portfolio is approved, a committee of faculty examiners is then appointed. Following an interview with the student, the committee conveys its evaluation to the whole Department, which then takes into account both the portfolio and the record in the major in making its final recommendation for the level of honors in English.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial (English 87/88) for either one or both semesters. Preregistration is not allowed. Appropriate tutors are assigned to students whose applications have been approved. The purpose of the Senior Tutorial is to provide an opportunity for independent study to any senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Latin honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Graduate Study. Students interested in graduate work in English or related fields should discuss their plans with their advisor and other members of the Department to learn about particular programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career. Students should note that many graduate programs in English or comparative literature require reading competence in two, and in many cases three, foreign languages. Intensive language programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

LEVEL I. WRITING-INTENSIVE COURSES on a variety of topics.

01. Writing-Intensive Courses. In 2009-10, six sections will be offered in the fall semester and four sections in the spring semester.

01. HAVING ARGUMENTS. This course will study some of the arguments that structure our thinking about contemporary concerns—for example, punishment; animal rights; the right to die. Although we might have strong opinions about these topics, it is nonetheless the case that all of our judgments about the "rightness" of our ideas, feelings, and behaviors can be (and undoubtedly will be) questioned by someone else with very different opinions. The goal of this course is not to discover the "right" way to think about euthanasia or vegetarianism. Instead, we will examine the kinds of evidence and authority, logic and structure that produce strong arguments in favor of thinking one way or another. Readings will include such authors as Kazuo Ishigura, Toni Morrison, George Orwell, Peter Singer, and Charles Johnson.

Preference given to sophomores. Limited to 12 students. Fall semester: Professor Barale. Spring semester: Dean Lieber.

02. VISUALITY AND LITERATURE. In this course we will examine twentieth-century and contemporary novels, essays, plays, and performances that challenge generic and disciplinary boundaries. All are preoccupied with the visual, perform visually, or employ images within narrative. Some of these works respond directly to pieces of visual art, others include photographs or analyze forms of seeing. Because this is a writing-intensive course we will not pursue an exhaustive or chronological history of the immense conversation between visual and literary modes of expression. While actively discussing the course materials, we will consistently and frequently engage them in critical and creative, formal and informal writing. One of our goals will be to deepen our own practices of seeing and using visual evidence as a method toward writing personal, exploratory, and persuasive essays.

Limited to 15 students. Fall semester. Visiting Professor Cayer.

02. WRITING ABOUT LITERATURE: REPRESENTING ILLNESS. This course offers students an opportunity to develop their analytic and writing skills. We will read a variety of literary forms—prose and poetry, novels and

essays and drama—and will write frequently and at length about what we read. This semester our readings will focus on the topic of Illness. We will read such authors as Susan Sontag, Anatole Broyard, Sophocles, José Saramago, Mark Doty. Three class hours per week.

Open only to first-year and sophomore students. Limited to 12 students. Spring semester. Professor Frank.

03. NOVELS, PLAYS, POEMS. A first course in reading fictional, dramatic, and lyric texts: stories, a major novel, one or more plays by Shakespeare, poems by Donne, Dickinson, Frost, and others.

Why does any writer—an Amherst College student, Philip Roth, Emily Dickinson, Shakespeare—say what he or she says one way rather than another? And what in the expression itself makes a story, a play, a poem effective, something a reader might care about, be moved or delighted by? We will try to answer these questions by reading primary examples of each genre, including much recent work, with close and sustained attention to details of expressive language. There will be frequent writing exercises.

The course will be taught in sections of 15-20 students. Preference will be given to first-year students. Fall semester. Professor Berek (Mount Holyoke College).

03. AMERICAN RENAISSANCE. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, and Dickinson. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Limited to 20 students. Spring semester. Professor Guttmann.

04. NOVELS, PLAYS, POEMS. Same description as English 01, section 03.

Limited to 20 students. Fall semester. Professor Pritchard.

04. FILM AND WRITING. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two 80-minute class meetings and two screenings per week.

Limited to 25 students. Spring semester. Senior Lecturer von Schmidt.

05. NOVELS, PLAYS, POEMS. Same description as English 01, section 03.

Limited to 20 students. Fall semester. Professor Sofield.

06. NOVELS, PLAYS, POEMS. Same description as English 01, section 03.

Limited to 20 students. Fall semester. Visiting Lecturer Bergoffen.

02. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies, etc. Readings for the course will include works by Sylvia Ashton-Warner, James Baldwin, Judith Ortiz Cofer, John Dewey, Jonathan Kozol, Herbert Kohl, Sarah Lightfoot, John Stuart Mill, Abraham Rodriguez, Esmeralda Santiago, and Patricia Williams. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. Fall semester: Professor Sánchez-Eppler. Spring semester: Visiting Professor Cayer.

LEVEL II. INTRODUCTORY CREATIVE WRITING COURSES and INTRODUCTIONS TO LITERARY, FILM, AND CULTURAL STUDIES, primarily for first- and second-year students, but open to all.

03. Reading and Experience. This introduction to literary theory will offer an interrogation of some of the assumed tensions between experiences generally described as real and those described as imaginary. Over the course of the semester we will consider the ways literature enlarges personal experience, even as we will also attend to what happens when art approaches the limits of representation. Some of our particular concerns will include learning how to draw relationships between texts and their social and historical moments; questioning our own acts of learning about others through books; and exploring the relationship between identity and literacy. This class will also include a service component in which some of the class' theory will come into practice, with students in this course working as reading partners to high school students engaged with the same texts and questions in American urban, rural, and reservation schools. Priority will be given to students already involved with teaching and literacy programs.

Omitted 2009-10. Professor Parham.

04. Literary History and/as Media History. Living today in an era of rapid technological innovation, we tend to forget that print itself was once a new medium. The history of English and American literature since the Renaissance has been as much a response to the development of new material formats (scribal copying, printed play scripts, newspaper and serial publication, broadsides and ballads, "little magazines," radio, film, TV) as it has been a succession of ideal literary forms (poems, plays, and novels). This course will survey literary works from the sixteenth to the twentieth century in relation to the history of emerging media. Texts may include Renaissance sonnet sequences, Jonson's *Bartholomew Fair*, Defoe's *A Journal of the Plague Year*, selections from Johnson's *The Rambler*, Gay's *The Beggar's Opera*, Dickens' *The Pickwick Papers*, Poe's *Selected Tales*, Chesnutt's *The Conjure Woman*, Wilde's *Salomé*, selections from Pound's *The Cantos*, Bradbury's *Fahrenheit 451*, Beckett's *Krapp's Last Tape*, Kushner's *Angels in America*.

Preference given to sophomores. Omitted 2009-10. Professor Parker.

05. Reading Historically. This course explores the relation between literature and history. How does fiction work to interpret and understand the past? Can literary texts serve as historical evidence, providing information about social conditions and beliefs in a particular place and time? In what ways might other sorts of historical documentation affect or amplify the reading of literature? We will address these questions through specific examples and through theoretical readings that address issues of narration, memory, and the continuance of the past. The theme changes each time the course is taught. In 2010 we will focus on

American literature and in particular on writing that confronts the social "problem" of the unmarried woman. Texts will include Susanna Rowson's *Charlotte Temple,* Nathaniel Hawthorne's *The Scarlet Letter,* Harriet Jacobs' *Incidents in the Life of a Slave Girl,* Stephen Crane's *Maggie, A Girl of the Streets,* Edith Wharton's *The House of Mirth,* Toni Morrison's *Sula,* and Mei Ng's *Eating Chinese Food Naked.*
Limited to 20 students. Spring semester. Professor Sánchez-Eppler.

07. Introduction to Renaissance Drama, 1576-1642. How do generic conventions affect a work's production and interpretation? Reading a selection of plays written for the commercial Elizabethan, Jacobean, and Caroline theaters, we will try to answer this and other questions by considering the works in their historical and theatrical context, and by closely reading the plays themselves. Turning our attention to the tragedies, comedies, histories, and tragicomedies of Shakespeare, Marlowe, Jonson, Webster, Ford, and Shirley, we will consider a range of topics, including genre, performance history, politics, religion, and gender.
Omitted 2009-10.

09. Reading and Writing About Nature. Reading and writing about the natural world. This course will pay equal attention to which aspects of nature writers choose to write about and the various literary strategies they use. Texts include such works as Greek myths, the Hebrew *Bible,* Aesop's *Fables,* British and American poetry, Thoreau's *Walking,* Margaret Atwood's *Surfacing,* Annie Dillard's *Pilgrim at Tinker Creek,* and Paula Gunn Allen's *Grandmother Spider's Stories.*
Limited to 20 students. Fall semester. Professor Rushing.

10. American Literature in the Making. Over the last 25 years literary historians and critics have completely remade the field of American literature. The important artistic contributions of women, of African Americans, of Latinos, of Asian Americans, and of Native Americans have received attention and appreciation. In many instances long-forgotten texts have been uncovered and appreciated as first-rate works of art. Neglected artists like Willa Cather and James Weldon Johnson have been reread, re-seen. The goal of this four-semester sequence is to survey American literature from its beginnings to the present in a history that attempts to bring together what were once considered the classics with the most important of the newer additions to the body of American literature. In doing so our primary attention will be on texts of exceptional literary merit. The topic changes each time the course is taught.

01. COLONIES, EMPIRES, AND A NEW REPUBLIC. Once American literature began with the Pilgrims and Puritans, though they were latecomers among the Europeans in the Americas. In this course we will begin with the oral traditions of some of the native inhabitants and then read accounts from the European discovery and conquest, Spanish, French, and English: Columbus, Verrazano, Cartier, Cortes, Bradford, and others. Then we will read the literature of the settlers: diaries, sermons, captivity narratives, and autobiographies. In the eighteenth century we will follow the emerging literature of independence, not only that written by Anglo-Americans, but also the writings of Africans and African Americans like Olaudah Equiano. We will end the course with the literature of post-independence: novels by Charles Brockden Brown and Rebecca Rush.
Limited to 40 students. Omitted 2009-10. Professor O'Connell.

02. NINETEENTH CENTURY TO THE CIVIL WAR. The course will cover the years from 1820 to 1920. These are the years when Anglo-American literature achieved an international reputation. They are also the years of African Americans' first intense and bitter struggle for liberation, and the years when the Euro-American conquest of the Indians was completed. The second half of the century also experienced the largest immigration in the history of the country until the post-1965 period, which enabled the United States to become the greatest industrial power in the world. The literature we will read is enmeshed in all these complex events: Cooper, Sedgwick, Emerson, Thoreau, Fanny Fern, Hawthorne, Melville, Harriet Beecher Stowe, and Frederick Douglass.

Limited to 40 students. Omitted 2009-10. Professor O'Connell.

03. THE TWENTIETH CENTURY, 1900-1941. The focus in this course will be on lesser-known writers alongside the "major" figures: James Weldon Johnson, Willa Cather, Nella Larsen, Fitzgerald, Sherwood Anderson, Ernest Hemingway, Zora Neale Hurston, Langston Hughes, Edward Dahlberg, Henry Roth, Tillie Olsen, Hisaye Yamamoto, Toshio Mori, Saul Bellow, Eudora Welty, James Baldwin and others.

Limited to 40 students. Fall semester. Professor O'Connell.

04. THE TWENTIETH CENTURY, 1942-2007. This course examines briefly the literature of World War II and then turns to Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Lionel Trilling, the writers who made Jewish American literature a central part of American literature. Their dominance turned out to be quite brief and for the remainder of the century a rich abundance of writing appears, some of which can be labeled ethnically (American Indian, African American, Asian American, Latino), but what stands out is a range of imaginations and styles. Among the other writers we will read: James Baldwin, Toni Morrison, N. Scott Momaday, Maxine Hong Kingston, Chang-Rae Lee, Gloria Anzaldua, Anne Tyler, and Jane Smiley.

Limited to 40 students. Omitted 2009-10. Professor O'Connell.

11. Twentieth-Century Theater of the Americas. This course will serve as an introduction to theater, performance art, and cultural politics in the Americas since 1960. We will read and discuss both U.S. and Latin American theater as aesthetic and sociocultural phenomena. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. We will pay particular attention to how theater practitioners and theorists have responded to, adapted, and critiqued European traditions. Topics may include feminism, dictatorship, censorship and self-censorship, exile, experimentation and absurdist theater, queerness and gender, historical revision, and political theater.

Spring semester. Visiting Professor Cayer.

12-01. Reading Poetry. A first course in the critical reading of twelve English, Irish, and American poets: Donne, Herbert, Milton, Pope, Wordsworth, Tennyson, Dickinson, Frost, Eliot, Bishop, Larkin, and Heaney. Attention will be given to the careers of the poets, as well as to individual poems. Both poems and poets will be read in the light of two principal contexts: (1) The cultural moments in which poets write their poems, and (2) The continuing history of poetic style, as each writer responds to his or her predecessors. There will be a final paper on a book published recently.

Spring semester. Professor Sofield.

12-02. Reading Poetry. A first course in the critical reading of selected major English, Irish, and American poets: Donne, Pope, Wordsworth, Dickinson, Yeats, and Bishop. Attention will be given to poetic forms and to the careers of the poets as well as to individual poems.

Spring semester. Professor Emeritus Townsend.

13. Reading Popular Culture: Screening Africa. (Offered as English 13 and Black Studies 15 (A).) Against a backdrop that moves from *Heart of Darkness* to (PRODUCT)RED™, this semester we will focus on the current proliferation of "Africa" in the western imaginary. Such surges in interest about the continent are not new, and we will trace this literary and cultural phenomenon across the twentieth century, coming to settle mainly on contemporary American films. We will read our films as films, but also as cultural texts. We must wonder: Why these films now? Are there certain conditions under which the West turns to its imagination of Africa? And how might we account for the repetition of such turns over time? We will end the course in a consideration of cultural appropriation and what it means for expressive traditions. To get at this question, however, we will also look to some of the ways African filmmakers have responded to and have themselves appropriated elements of texts similar to those with which we began the semester.

Omitted 2009-10. Professor Parham.

15. Black Music and Black Poetry. (Offered as Black Studies 54 [US] and English 15.) Music is the central art form in African American cultures. This beginning survey course considers the relationship between poetry and music from the oral and written poetry of slavery to contemporary hip-hop. We will pay special attention to the ways poetry uses musicians as subjects and builds on such musical forms as spirituals, the blues, rhythm and blues, reggae, and jazz. The course will begin with the importance of music in the Western African cultures from which most enslaved Africans came and pay careful attention to lexicon, rhythm, refrain, pitch, tone, timbre, cadence, and call-and-response. Students will be expected to read poetry, hear it read by its creators, and listen to its musical inspirations and manifestations. We will pay special attention to such periods as the Harlem Renaissance of the 1920s, the Black Arts Movement of the 1960s and 1970s, and today's hip-hop music. We will read such poets as Langston Hughes, Sterling Brown, Michael Harper, Sonia Sanchez, Nikki Giovanni, and Brenda Marie Osbey; and hear music by classic musicians like Billie Holiday and John Coltrane and newer voices like Mos' Def, John Legend, and india.arie. Throughout the course we will focus on the relationship between artists and their audiences and the unique role of cities such as New York, Chicago, and New Orleans.

Preference given to students who have taken Black Studies 11 or a first course in English. Limited to 20 students. Spring semester. Professor Rushing.

16. Coming to Terms: Cinema. An introduction to cinema studies through consideration of a few critical and descriptive terms together with a selection of various films (historical and contemporary, foreign and American) for illustration and discussion. The terms for discussion will include, among others: *the moving image, montage, mise en scène, sound, genre, authorship, the gaze.*

Omitted 2009-10. Professor Cameron.

18. Coming to Terms: Literature. An introduction to contemporary literary studies through the analysis of a variety of critical terms, a range of literary examples, and the relations between and among them. The terms considered in spring 2010 will be lyric, narrative, author, translation, and autobiography.

Preference given to sophomores. Spring semester. Professor Bosman.

19. Film and Writing. To be taught in spring 2010 as English 01, section 04.

Limited to 25 students. Spring semester. Senior Lecturer von Schmidt.

21. Writing Poetry I. A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested in writing poetry and learning about the rudiments of craft. Writing exercises weekly. Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course.

Limited enrollment. Fall semester: Writer-in-Residence Hall. Spring semester: Professor Sofield and Simpson Lecturer Wilbur.

24. Screenwriting. This is an introductory course in screenwriting with a focus on narrative. We will look at film, adaptation, structure, and "the business," with an emphasis on workshopping original screenplay.

Requisite: At least one film course and/or one creative writing course at the college level recommended. Limited to 15 students. Preference given to juniors and seniors. Fall semester. Visiting Lecturer Murray.

25. Non-Fiction Writing. We will study writers' renderings of their own experiences (memoirs) and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of texts and of students' experiments in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Omitted 2009-10. Professor Emeritus Townsend.

26. Fiction Writing I. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format.

Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. Fall semester: Professor Frank. Spring semester: Visiting Writer Chee.

LEVEL III. ADVANCED CREATIVE WRITING COURSES and COURSES IN FILM AND CULTURAL STUDIES, INDIVIDUAL AUTHORS, AND LITERARY HISTORY, CRITICISM, AND THEORY, open to all, except those that list prerequisites.

27. Writing Poetry II. A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. Fall semester. Writer-in-Residence Hall.

28. Fiction Writing II. An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. Fall semester. Visiting Writer Chee.

29. Imitations. A poetry writing course, but with a strong emphasis on reading. Students will closely examine the work of various poets and periods, then attempt to write plausible imitations of their own, all by way of learning about poetry from the inside, as it were.

Spring semester. Writer-in-Residence Hall.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls, Troilus and Criseyde,* and some shorter poems. Three class hours per week.

Omitted 2009-10. Professor Chickering.

31. Chaucer: The Canterbury Tales. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony, and his narrative and dramatic gifts. We will read all of the poetic *Tales* and excerpts from the two prose *Tales.* Three class hours per week.

Omitted 2009-10. Professor Chickering.

32. Medieval Love, Sex, Marriage. (Offered as English 32 and Women's and Gender Studies 55.) This course will examine the literary and cultural meanings of love, sexuality, and marriage in the Middle Ages, with a primary focus on late medieval England. We will explore such phenomena as "courtly love," bawdy humor, and the place of romantic love in marriage, while we also consider how various authors use the language and concepts of love to explore deeper questions of power, identity, and literary purpose. We will read and discuss selected texts from the Arthurian tradition and from the works of John Gower and Geoffrey Chaucer, as well as assorted religious texts, love poems, comic tales of adultery, and debates about the sinfulness of women. Readings will be in translation or in Middle English (of which no prior knowledge is required).

Spring semester. Visiting Professor Walling.

34. Renaissance Drama: The Places of Performance. The course surveys multiple forms of drama and spectacle in Renaissance England with special attention to the cultural articulation of space. We will consider the relation of a range of texts to their real and imagined performance sites—public theatres like the Globe as well as private playhouses, castles, fairgrounds, taverns, and the streets of London—asking what impact these places had on the dramas themselves, on their representation of public and private worlds, and on the social and political role of theatre in society at large. Reading will include works by Marlowe, Shakespeare, Jonson, Heywood, Middleton and Rowley, and Milton.

Requisite: Recommend a previous course in Shakespeare or Renaissance literature. Omitted 2009-10. Professor Bosman.

35. Shakespeare. Readings in comedies, histories, and tragedies, considering the plays both as texts to be read and as events in the theater, with some attention to film versions. Two class meetings per week, plus occasional film viewing Wednesday afternoon or evening, or on Library reserve.

Limited to 50 students. Fall semester. Professor Berek (Mount Holyoke College).

36. Shakespeare. An exploration of selected comedies, histories, and tragedies, with attention to the problem of genre. We will study Shakespeare on page and stage, and from his time to our own. Two class meetings per week.

Limited to 50 students. Spring semester. Professor Bosman.

37. Medieval Poetry and Its Afterlives. This course will explore the characteristic verse forms, imagery, and themes of late medieval and early Renaissance poetry and will examine how these characteristics have resonated throughout the work of later poets into the present day. We will consider the work of translators from Dryden to Pound and Heaney, trace the reinventions of alliterative poetry by such poets as Hopkins and Auden, and analyze the medievalism of poets from Spenser through Eliot. Throughout, we will explore the particular meaning these medieval devices carry for later poets and what they suggest about the changing role of the Middle Ages in the English poetic tradition.

Fall semester. Visiting Professor Walling.

38. Major English Writers I. Readings in the poetry and prose of six classic figures from the seventeenth and eighteenth centuries: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel Johnson. Attention given to other writers from the *Norton Anthology of English Literature*, Vol. 1. Three class meetings per week.

Open to first-year students with consent of the instructor. Omitted 2009-10. Professor Pritchard.

39. Major English Writers II. Readings in the poetry and prose of six classic figures from the nineteenth century: Blake, Wordsworth, Keats, Byron, Tennyson, Matthew Arnold. Some attention given to Coleridge, Shelley, Browning.

Spring semester. Professor Pritchard.

40. Victorian Novel I. A selection of mid-nineteenth-century English novels approached from various critical, historical, and theoretical perspectives. In spring 2009 the course will focus on novels written around 1848, among them Disraeli's *Sybil*, Gaskell's *Mary Barton*, E. Brontë's *Wuthering Heights*, Dickens' *Dombey and Son*, Trollope's *Barchester Towers*, and Eliot's *Adam Bede*.

Omitted 2009-10. Professor Parker.

41. Victorian Novel II. A selection of late-nineteenth-century British novels approached from a variety of critical, historical, and theoretical perspectives.

Omitted 2009-10. Professor Parker.

43. Modern British Literature, 1900-1950. Readings in twentieth-century writers such as Henry James, Bernard Shaw, Joseph Conrad, D.H. Lawrence, Wyndham Lewis, Ford Madox Ford, Virginia Woolf, Evelyn Waugh, W.H. Auden, Robert Graves, George Orwell, Ivy Compton-Burnett.

Not open to first-year students. Omitted 2009-10. Professor Pritchard.

45. Modern British and American Poetry, 1900-1950. Readings and discussions centering on the work of Thomas Hardy, W.B. Yeats, T.S. Eliot, Robert Frost, and Wallace Stevens. Some attention also to A.E. Housman, Edward Thomas, Ezra Pound, and William Carlos Williams.

Not open to first-year students. Fall semester. Professor Pritchard.

46. Poetry 1950-2009. To be taught in fall 2009 as English 95, section 03.

Fall semester. Professor Sofield and Simpson Lecturer Wilbur.

47. The Rise of the English Novel. Exploring the relations between literary form and socioeconomic change, this course examines the rise of the novel in England in the context of the rise of capitalism. Topics of discussion will include the novels' portrayals of subjectivity, the representation of female experience, the role of servants in the imaginary worlds of novels by ruling-class authors, and the early novel's affinity for and relation to criminality. Novels by Defoe, Richardson, Fielding, Sterne, Burney and Edgeworth.

Spring semester. Professor Frank.

48. Dangerous Reading: The 18th-Century Novel in England and France. (Offered as European Studies 36, English 48, and French 62.) Why was reading novels considered dangerous in the eighteenth century, especially for young girls?

This course will examine the development, during this period, of the genre of the novel in England and France, in relation to the social and moral dangers it posed and portrayed. Along with the troublesome question of reading fiction itself, we will explore such issues as social class and bastardy, sexuality and self-awareness, the competing values of genealogy and character, and the important role of women—as novelists, readers, and characters—in negotiating these questions. We will examine why the novel was itself considered a bastard genre, and engage formal questions by studying various kinds of novels: picaresque, epistolary, gothic, as well as the novel of ideas. Our approach will combine close textual analysis with historical readings about these two intertwined, yet rival, cultures, and we will pair novels in order to foreground how these cultures may have taken on similar social or representational problems in different ways. Possible pairings might include Prévost and Defoe, Laclos and Richardson, Voltaire and Fielding, Sade and Ann Radcliffe. French novels will be read in translation. Two class meetings per week.

Omitted 2009-10. Professors Frank and Rosbottom.

49. The Moral Essay. The moral essay is a genre situated somewhere between literature and philosophy, between stories and sermons. "The essay interests itself in the narration of ideas," one critic writes, "in their unfolding." The moral essay is not about morals *per se* but about manners, about the way people live—and die. We will read essays by Montaigne, Bacon, Emerson, and Simone Weil.

Spring semester. Professor Emeritus Townsend.

50. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to others, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual growth.

Limited to 20 students. Open to juniors and seniors. Fall semester. Senior Lecturer von Schmidt.

52. Caribbean Poetry: The Anglophone Tradition. (Offered as English 52 and Black Studies 37 [CLA].) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

Spring semester. Professor Cobham-Sander.

53. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Requisite: Several previous courses in literature and/or psychology. Open to juniors and seniors and to sophomores with consent of the instructor. Omitted 2009-10. Professor Peterson.

54. The Linguistic Turn: Language, Literature and Philosophy. "The Linguistic Turn" is a first course in literary and cultural theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this class is not conceived as an introduction to linguistics *per se*. We will be asking, instead, much broader questions about the nature of "language," among them whether there is such a thing, and, if so, why it has come to define for us the nature of our contemporaneity.

Open to juniors and seniors. Omitted 2009-10. Professor Parker.

55. Childhood in African and Caribbean Literature. (Offered as English 55 and Black Studies 29 [A/CLA].) The course will concentrate on Caribbean authors. It explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors' various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author's perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. Fall semester. Professor Cobham-Sander.

56. Four African American Poets Haunted by History. (Offered as English 56 and Black Studies 60 [US].) Some of the stellar African American poets seem "haunted" by various versions of personal, local, cultural, national, and international history. This course focuses on the ways four poets display their particular relationship to history. Poets vary from semester to semester and include such figures as Lucille Clifton, Michael Harper, Robert Hayden, Audre

Lorde, Brenda Marie Osbey, Melvin Tolson, and Jay Wright. The writers are usually formalists and employ long forms of poetry. We will concentrate on close reading, contextualize the poetry, pay attention to literary criticism and literary theory, and study the poets' manifestations of inter-textuality.

Omitted 2009-10. Professor Rushing.

58. Modern Short Story Sequences. To be taught in spring 2010 as English 95, section 03.

Limited to 15 students. Preference given to junior and senior English majors. Professor Peterson.

59. Queer Fictions. The period 1880 to 1920 appears to have been the moment of the emergence of modern sexuality in American and European culture and literature. The representation of proliferating forms of erotic desire, often veiled or coded, found rich and complex articulation in the discourse of literary modernism. The course will take advantage of recent historical and theoretical work (Foucault, Sedgwick, Butler and others) to approach writing by Melville, Cather, Henry James, R.L. Stevenson, Wilde, Forster, Lawrence, Woolf, Gide, Mann, Colette, and others. Attention will be paid to the work of Sigmund Freud in this period as being perhaps the queerest fiction of all.

Omitted 2009-10. Professor Cameron.

60. Sexuality and History in the Contemporary Novel. A study of American and British gay and lesbian novelists, from 1990 to the present, who have written historical novels. We will examine such topics as the kinds of expressive and ideological possibilities the historical novel offers gay and lesbian novelists, the representation of sexuality in narratives that take place before Stonewall, and the way these authors position queer lives in history. Novelists include Sarah Waters, Emma Donoghue, Jeanette Winterson, Leslie Feinberg, Alan Hollinghurst, Colm Tóibín, and Michael Cunningham.

Fall semester. Professor Frank.

61. Studies in American Literature. The topic varies from year to year. In fall 2008 the topic was "Twentieth-Century American Indian Literature." Before the twentieth century American Indian writing took the form of sermons, political statements, journalism, or a few remarkable autobiographies. But there was little in the way of poetry, short stories, or novels. Especially since the 1960s Indian writing has enjoyed what has been called a "renaissance," and there are a number of Indian writers who stand among the first ranks of American writers. We will attempt as comprehensive a survey as possible of the major American Indian writers since 1960 across all genres, writers such as Louise Erdrich, James Welch, Gerald Vizenor, Leslie Marmon Silko, Linda Hogan, and Sherman Alexie. In addition the course will begin with a brief look at Indian writers of the first half of the twentieth century: Charles Eastman, John J. Mathews, and Darcy McNickle.

Omitted 2009-10. Professor O'Connell.

62. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States. The topic changes each time the course is taught.

The topic for 2010 is Emily Dickinson. "Experience is the Angled Road / Preferred against the Mind / By—Paradox—the Mind itself—" she explained in one poem and in this course we will make use of the resources of the town of Amherst to play experience and mind off each other in our efforts to come to terms with her elusive poetry. The course will meet in the Dickinson Homestead, visit the Evergreens (her brother Austen's house, and a veritable time capsule), make use of Dickinson manuscripts in the College archives, and set her work in the context of other nineteenth-century writers including Helen Hunt Jackson, Walt Whitman, Edgar Allan Poe, and Harriet Jacobs. But as we explore how Dickinson's poetry responds to her world we will also ask how it can speak to our present. One major project of the course will be to develop exhibits and activities for the Homestead that will help visitors engage with her poems. One class meeting per week.

Recommended requisite: English 61. Not open to first-year students. Limited to 12 students. Spring semester. Professor Sánchez-Eppler.

63. Making Asians: Asian American Identity in Literature and Law. Over the course of the semester, we will examine the construction of Asian American identity from the late 1800s to the present day. We will explore, in particular, how Asians in America have been represented and defined in the realms of law and literature, how these separate realms have intersected and informed one another. We will not only explore the formation of Asian American identity from the outside, but also from within this broad racial category, as reflected in works by Asian American authors and documentary filmmakers. The course will be strongly interdisciplinary and include readings in history, ethnic studies, legal studies, material culture, and literary criticism.

Limited to 30 students. Omitted 2009-10. Professor Hayashi.

64. American Literary Realism and Modernism. A study of the emergence after the Civil War of works and theories of literary "realism" and of the movement's transformation into "naturalistic" novels and experimental "modernist" fictions of the early twentieth century. The course concludes with a brief look at a contemporary "postmodern" text. Special attention will be given to changing conceptions and renderings of racial, cultural, and sexual differences. Among the authors likely to be assigned are Howells, James, Twain, Dreiser, Norris, Chopin, Wright, Larsen, Hemingway, Toomer, Faulkner, and DeLillo. Three class hours per week.

Spring semester. Professor Peterson.

65. Multiethnic American Literature. Ethnicity. What is it? What does it mean to be Irish American? African American? Jewish American? How does one experience being any one of these? What does literature by "ethnic" authors tell us about identity in America and how ethnicity, in particular, shapes how we tell stories? Moreover, what about the other side of that hyphenated identity—American? What does that mean in an increasingly diverse nation? These are some of the questions that will guide us during the semester as we read and discuss samples of American ethnic literature: poetry, oratory, prose, and memoir.

Limited to 30 students. Spring semester. Professor Hayashi.

66. Studies in African American Literature. (Offered as English 66 and Black Studies 39 [US].) The topic changes each time the course is taught. In fall 2007 the topic was "The Weary Blues: Mourning in African American Literature and Culture." As a population generally familiar with the facts of living too hard and dying too soon, how have African Americans used their literary and cultural traditions to memorialize—to articulate and often to work through conditions of pain and loss? Using a variety of literary and cultural texts, including RIP murals, poetry, and music, this semester's topic examines the various ways African Americans express and aestheticize loss; how mourning often works as a foundation for militancy; and, most importantly, how loss is often recuperated through ideologies of art, love, and memory.

Limited to 20 students. Omitted 2009-10. Professor Parham.

67. Contemporary African Novels. (Offered as English 67 and Black Studies 40 [A].) The best known African novel is Nigerian Chinua Achebe's masterful *Things Fall Apart* (1958) with its depiction of the tragic collision between a "traditional" African society and the colonizing power of Great Britain. As dozens of African countries gained political independence from their European colonizers, the next generation of novels presented renditions of post-colonial Africa. The novels for this course depart from both those categories. We will focus on writers from such English-speaking countries as Nigeria, Somalia, South Africa, and Zimbabwe. Although we will consider political and cultural contexts, we will concentrate our attention on the stories the novels tell, the strategies their authors use to tell them, and their use of language.

Omitted 2009-10. Professor Rushing.

68. Democracy and Education. The focus of the course will be on education within the United States. From the earliest days of the new republic Americans have linked the prospects of democracy with the quality and extent of educational opportunity. Two fundamental and contradictory questions, however, have shaped nearly every controversy: (1) Should education be a competitive system to establish and legitimate a hierarchy of merit? or (2) Should schools focus on the fullest development of each student so as to enable her or him to participate equally in a democratic society by contributing from her or his individual gifts and differences? Finally, another key and virtually silent assumption has shaped these debates: that schools are the primary generators of equality or inequality. One might argue that this assumption has functioned to help Americans evade greater and more substantial sources of inequality such as the corporate order, housing, access to medical care, and many others. The course will not seek to resolve these questions, but to explore how the different assumptions involved structure what can be taught and learned and by whom. The texts for the course will range across a number of disciplines: philosophy, cognitive psychology, literature, sociology, and political science and theory. John Dewey's *Democracy and Education* will be the framing text. Two class meetings per week.

Requisite: English 02 or an equivalent course. Limited to 20 students. Omitted 2009-10. Professor O'Connell.

72. Readings in English and American Fiction, 1950-2000. Novels and short fiction, mainly comic, by such writers as Saul Bellow, Flannery O'Connor, Norman Mailer, Anthony Powell, Kingsley Amis, John Updike, Philip Roth, Nicholson Baker, Jonathan Franzen, Ian McEwan, Barbara Pym, Robert Stone, Richard Ford. The emphasis will be on developing students' ability to write useful criticism about the work and the writer in question.

Omitted 2009-10. Professor Pritchard.

74. The Graphic Novel. This is a course in the reading of the contemporary graphic novel, a form with a voice made from the juxtaposition of visual art and text. Readings will focus on the unique demands this voice places on the reader, the writer/artist and the story as well as how a form first known for pulp science fiction and melodrama now tells stories about war, illness, censorship, terrorism, immigrant experiences and sexual identity. We will read Max Ernst, Frank Miller, Art Spiegelman, David Wojnarowicz, Kazuo Koike, David B., Guy Delisle, Joann Sfar, Jaime and Gilbert Hernandez, Marjane Satrapi, Alison Bechdel, and Eugene Yang. All French and Japanese work will be read in translation. Two class meetings per week.

Admission with consent of the instructor. Preference given to junior and senior English majors. Limited to 15 students. Fall semester. Visiting Writer Chee.

79. Feminism, Theater, and Performance. Why feminism? Isn't feminism outmoded and passé? What is feminism today, and how is it relevant for theater and performance work? This class will explore the relationship between feminist history, theory, and practice. It will serve as an introduction to the work of twentieth-century women playwrights, performance artists, and critical thinkers. We will first confront feminism as a tool for reading and interpreting issues of gender and sexuality in plays and performances. We will also consider how, and to what extent, feminism influences practices of writing, performing, and spectatorship. We will then mobilize a global and inclusive definition of feminism in order to explore how the social and political aims of early feminisms influenced thinking about racial, national, post-colonial, queer, and ethnic representation in performance. Central debates will include the distinctions and shifts between theater and performance; textuality and embodiment; essentialism and social construction; and identity and representation. Course materials will include plays, performances, and visual art as well as feminist theoretical texts. We will aim to understand the diverse political and personal ambitions, risks, and power of women's theoretical, theatrical, and performance work.

Omitted 2009-10. Visiting Professor Cayer.

82. Production Workshop in the Moving Image: Narrative Cinema in a Global Context. The topic changes each time the course is taught. In fall 2009 the topic will be "Narrative Cinema in a Global Context." This course will introduce students to a diverse range of approaches to narrative filmmaking. Students will gain skills in videomaking and criticism through project assignments, readings and analysis of critical discourses that ground issues of production. The course will include workshops in cinematography, sound recording, directing and editing. Weekly screenings will include films and videos by Jia Zhangke, Claire Denis, Charles Burnett, Tsai Ming-liang, Abdellatif Kechiche, and Lucia Murat. Students will complete three video projects.

Admission with consent of the instructor. Limited to 12 students. Recommended requisites: Completed coursework in one of the following areas: Film Studies, Visual or Performing Arts, Art History. Please complete the questionnaire at https://cms.amherst.edu/academiclife/departments/english/events/questionnaire. Fall semester. Five College Professor Hillman.

83. The Non-Fiction Film. The study of a range of non-fiction films, including (but not limited to) the "documentary," ethnographic film, autobiographical film, the film essay. Will include the work of Eisenstein, Vertov, Ivens, Franju, Ophüls, Leacock, Kopple, Gardner, Herzog, Chopra, Citron, Wiseman, Blank, Apted, Marker, Morris, Joslin, Riggs, McElwee. Two film programs weekly. Readings will focus on issues of representation, of "truth" in documentary, and the ethical issues raised by the films.

Limited to 25 students. Fall semester. Senior Lecturer von Schmidt.

84. Topics in Film Study: Five Contemporary Filmmakers. The topic changes each time the course is taught. In spring 2010 the topic will be "Five Contemporary Filmmakers." The course will study, in some depth, the work and situation of several critically admired contemporary filmmakers, each of whom might be described as a distinctive stylist of the medium, even as each has no less distinctive roots in their native culture. We will ask in what ways their filmmaking style negotiates between their national and cultural roots and the expectations of a worldwide audience. To be considered will be the work of Wong Kar-Wai (Hong Kong), Hou Hsiao-hsien (Taiwan), Abbas Kiarostami (Iran), Pedro Almodóvar (Spain), and either Claire Denis (France) or Michael Haneke (Austria). Two class meetings and two screenings per week.

Spring semester. Professor Cameron.

85. Proust. A critical reading in English translation of substantial portions of Marcel Proust's great work of fiction and philosophy, *A la Recherche du temps perdu* (*In Search of Lost Time*). An extended synopsis of the entire work will be provided. Class discussion and exercises will concentrate on major passages of the work (amounting to roughly half of the whole). Attention will be given to the tradition of critical commentary in English on Proust's work and its place as a document of European modernism. Two class meetings per week.

Requisite: Recommend prior study in nineteenth- or early twentieth-century English or French novel. Not recommended for first-year students. Spring semester. Professor Cameron.

86. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and some portions of *Finnegans Wake*. Two class meetings per week.

Not open to first-year students. Omitted 2009-10. Professor Cameron.

87. Senior Tutorial. Open to senior English majors who wish to pursue a self-defined project in reading and writing. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the fall semester of their senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

Admission with consent of the Department. Preregistration is not allowed. Fall or spring semester.

87D, 88D. Senior Tutorial. A double course. This form of the regular course in independent work for seniors will be approved only in exceptional circumstances.

Fall and spring semesters.

88. Senior Tutorial. Students intending to continue independent work begun in English 87 are required to submit, by the end of the first week of classes, a five-page prospectus describing in detail the shape of the intended project along with a substantial writing sample from the work completed in English 87. Students beginning a new project who wish to apply for English 88 must submit, by the end of the first week of classes, a five-page description and rationale for the proposed independent study. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

Admission with consent of the Department. Preregistration is not allowed. Fall or spring semester.

89. Production Seminar in the Moving Image: Performance, Video and Sound. (Offered as English 89 and Theater and Dance 96.) This course will focus on creating a performance, music, and video piece on the themes of migration, displacement, memory and history. The piece will be developed through interdisciplinary experiments that emphasize the exploration of reciprocal relationships within and between the different media. Students will work individually and in collaborative teams and will be involved in the conception, rehearsals and performances of an original performance work directed by the professors. One three-hour class meeting per week plus a lab session.

This course is for intermediate/advanced performers, videomakers, composers, and designers who have previous experience in any of the above media. Requisite: Previous experience in composition in video, theater, music, creative writing, and/or dance. Admission with consent of the instructor. Limited to 16 students. Spring semester. Five College Professor Hillman and Professor Woodson.

94. Expatriate Poets. Readings of poets who have chosen to live in a culture other than their own, with an emphasis on T.S. Eliot in London, Elizabeth Bishop in Brazil, Thom Gunn in California, and Agha Shahid Ali in New England. Two class meetings per week.

Omitted 2009-10. Writer-in-Residence Hall.

97, 98. Special Topics. Independent Reading Courses.

Fall and spring semesters. The Department.

LEVEL IV: SEMINARS FOR JUNIOR AND SENIOR MAJORS. These courses all emphasize independent inquiry, critical and theoretical issues, and extensive writing. They are normally open only to juniors and seniors and limited to 15 students. Preference is given to declared English majors in their junior year, who are strongly advised to elect 95 then and not later. Although this seminar is a requirement for the major, the Department cannot guarantee admission to seniors in their spring semester.

The Department offers at least three sections of English 95 each semester. Each instructor will specify appropriate requisites.

95. Seminar in English Studies. Three sections will be offered in the fall semester, 2009-10.

01. THEATER AND ANTHROPOLOGY: READINGS IN PERFORMANCE STUDIES. Theater and anthropology have been linked, from debates on the ritual origins of theater to those accounts of the performative dimensions of rendering the fieldwork experience in writing. "Performance" is a key term for both disciplines. We will begin with the links forged between theater and anthropology, and the debates and discussions that contributed to the development of performance studies as a discipline. We will then look closely at the relationship between performance art practices and the enterprise of fieldwork-based ethnography. What does it mean to stage theatrically an "other" or the idea of otherness? How have artists used the body in performance to imagine and enact culture, nation, otherness, selfhood, and the complex relations among them? Our comparison of artistic and social practices will be grounded in the following topics: ritual, play, gender, docu-

mentation, primitivism, exoticism, the participant-observer process as it relates to self-other dynamics, and practices of spectatorship and the gaze.

Limited to 15 students. Fall semester. Visiting Professor Cayer.

02. EDWARDS, EMERSON, AND WILLIAM JAMES. These three men are arguably the greatest American philosophers and psychologists yet they are rarely taught. Remarkably enough they may be least taught in departments of philosophy or psychology. In years they stretch from the eighteenth century to the twentieth. In accomplishment and influence each dominated his time, and it would be difficult to limit them to any one academic field. Their writings can be read as literature, as religion, as theology, philosophy, psychology, education—the list could cover most of the humanities and much of the social sciences—and each kept current with the most advanced natural scientific thought in his period. This seminar will engage in close readings of their most important writings. Two class meetings per week.

Open to all juniors and seniors as well as English majors. Limited to 15 students. Fall semester. Professor O'Connell.

03. POETRY 1950-2009. Readings and discussion. The syllabus will include poets from the English-speaking world: Bishop, Lowell, Jarrell, Wilbur, Larkin, Hecht, Merrill, Hill, Clampitt, Walcott, Heaney, and others. The course will conclude with a substantial paper on a book published in 2008 or 2009. Two class meetings per week.

Limited to 15 students. Fall semester. Professor Sofield and Simpson Lecturer Wilbur.

95. Seminar in English Studies. Three sections will be offered in the spring semester, 2009-10.

01. AMERICANS IN PARIS. The story of American writers, artists, and musicians who lived and worked in Paris can be imagined as a drama in two acts. Act I, set in the 1920s, brings Ernest Hemingway, F. Scott Fitzgerald, and Gertrude Stein to center stage. Act II, set in the postwar years, belongs mainly to African American writers such as Richard Wright and James Baldwin. Although the spotlight is mainly on the writers, there are important roles for painters (Gerald Murphy), photographers (Man Ray), dancers (Josephine Baker), and musicians (Sidney Bechet). There is also a kind of epilogue in which the French present their view of the Americans in their midst. Foremost among the questions to be asked is this: how did their experience as "exiles abroad" alter and complicate these Americans' sense of their national, racial, sexual, and professional identities? Two class meetings per week.

Limited to 15 students. Spring semester. Professor Guttmann.

02. RESEARCH METHODS IN AMERICAN CULTURE. (Offered as American Studies 68 and English 95, section 02.) This course is designed to provide American Studies majors, as well as others interested in interdisciplinary work, the opportunity and support to produce a major piece of research writing on a topic of their choosing. We will examine a wide range of materials, including photographs, paintings, legal documents, journals, poems, and plays. The course will also introduce students to the variety of methodologies utilized by practitioners in the field of American Studies. The specific focus of the course will be the role of place in American culture. By study-

ing discrete geographic locations—their histories, residents, and cultural representations—students will gain appreciation for interdisciplinary work and the development of American Studies.

Requisite: American Studies 11 and 12. Open to juniors and seniors or consent of the instructor. Limited to 15 students. Spring semester. Professor Hayashi.

03. MODERN SHORT STORY SEQUENCES. Although little studied as a separate literary form, the book of interlinked short stories is a prominent form of modern fiction. This course will examine a variety of these compositions in an attempt to understand how they achieve their coherence and what kinds of "larger story" they tell through the unfolding sequence of separate narratives. Works likely to be considered include Hemingway's *In Our Time,* Joyce's *Dubliners,* Sherwood Anderson's *Winesburg, Ohio,* Jean Toomer's *Cane,* Eudora Welty's *The Golden Apples,* Alice Munro's *The Beggar Maid,* Tim O'Brien's *The Things They Carried,* Raymond Carver's *Cathedral.* The course concludes with a significant independent project on a chosen modern (or contemporary) example of the form and its relation to preceding works.

Limited to 15 students. Spring semester. Professor Peterson.

RELATED COURSES

The Neo-Western. See American Studies 24.

Romanticism and the Enlightenment. See First-Year Seminar 07.

Friendship. See First-Year Seminar 12.

Autobiographical Acts. See First-Year Seminar 14.

Giving. See Kenan Colloquium 24.

The Rise of the Russian Novel. See Russian 21.

ENVIRONMENTAL STUDIES

Advisory Committee: Professors Cox, Crowley, Demorest, Dizard (Chair), Hunter, Moore†, Servos and Temeles; Associate Professors Clotfelter, López, Martini, and Reyes; Assistant Professors Hagadorn*, Leise, McKinney, Melillo, Miller, and Sims; Senior Lecturer Delaney.

For many thousands of years, our ancestors were more shaped by than they were shapers of the environment. This began to change, first with hunting and then, roughly ten thousand years ago, with the beginnings of agriculture. Since then, humans have had a steadily increasing impact on the natural world. Environmental Studies explores the complex interactions between humans and nature. This exploration requires grounding in the natural sciences, the humanities, and the social sciences. Hence, majors in Environmental Studies must take six core courses which collectively reflect the subject's interdisciplinary nature. The required introductory course and senior seminar are taught by faculty from the natural sciences, the social sciences, and humanities. The senior seminar, offered in the fall semester, fulfills the comprehensive requirement.

*On leave 2009-10.
†On leave fall semester 2009-10.

For majors choosing to write an honors thesis, the senior seminar can also serve as a second thesis course in the fall semester. Beyond the required core courses, majors will take at least four courses from the list of electives. Majors are strongly encouraged to take courses from each of the two categories of electives, which span the different fields of environmental inquiry. Students who wish to satisfy a core or elective requirement with a Five College course or a course taken abroad must petition the Advisory Committee in writing and provide a syllabus or description of the course in advance of enrolling in the course. Students for whom Environmental Studies is a second major can count no more than two courses toward both majors.

CORE COURSES

12. The Resilient (?) Earth: An Introduction to Environmental Studies. Life has existed on Earth for nearly four billion years, shaped by massive extinction events. In the short span of the last 10,000 years, humans have become important agents in shaping global environmental change. The question this course considers is straightforward: Have humans been modifying the environment in ways that will, in the not distant future, cause another worldwide extinction event? There are no simple, much less uncontested, answers to this question. We will have to consider the ways we have altered habitats and ecosystem processes. We will also consider the economic consequences of disturbed ecosystems and assess contemporary policy responses intended to avert what some claim is an impending catastrophe.

Limited to 75 students. Spring semester. Professors Dizard and TBA.

20. Environmental Issues of the Nineteenth Century. Offered as History 26 [C] and Environmental Studies 20.) This course considers the ways that people in various parts of the world thought about and acted upon nature during the nineteenth century. We look historically at issues that continue to have relevance today, including: invasive species, deforestation, soil-nitrogen availability, water use, desertification, and air pollution. Themes include: the relationship of nineteenth-century colonialism and environmental degradation, gender and environmental change, the racial dimensions of ecological issues, and the spatial aspects of human interactions with nature. We will take at least one field trip. In addition, we will watch three films that approach nineteenth-century environmental issues from different vantage points. Two class meetings per week.

Spring semester. Professor Melillo.

21. Ecology. (Offered as Biology 23 and Environmental Studies 21.) A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities, and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosytems, and the effects of humans and other organisms on population, community, and global stability. Three hours of lecture per week.

Requisite: Biology 18 or Environmental Studies 12 or permission from the instructor. Not open to first-year students. Fall semester. Professor Temeles.

23. Introduction to Economics with Environmental Applications. (Offered as Environmental Studies 23 and Economics 11, section 3.) A study of the central problem of scarcity and the ways in which the U. S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. We will apply core economic concepts to major environmental/natural resource policy topics such as global climate change, local air and water pollution, over-harvesting of renewable resources, habitat loss, and solid waste management.

Students who have already taken Economics 11 can satisfy the Environmental Studies requirement by taking Economics 25.

Limited to 25 students. Fall semester. Professor Sims.

24. Introduction to Statistics. (Offered as Mathematics 17 and Environmental Studies 24.) This course is an introduction to applied statistical methods useful for the analysis of data from all fields. Brief coverage of data summary and graphical techniques will be followed by elementary probability, sampling distributions, the central limit theorem and statistical inference. Inference procedures include confidence intervals and hypothesis testing for both means and proportions, non-parametric alternatives to standard hypothesis tests of the mean, the chi-square test, simple linear regression, and a brief introduction to analysis of variance (ANOVA). In a semester when two sections of Math 17 are offered, Section 02 is recommended for students interested in Environmental Studies. Two class hours plus two hours of laboratory per week.

Each section limited to 20 students. Fall and spring semesters. Professors Liao and Wagaman.

70. Senior Seminar. The Senior Seminar is intended to bring together majors with different course backgrounds and to facilitate original independent student research on an environmental topic. In the early weeks of the seminar, discussion will be focused on several compelling texts (e.g., Rachel Carson's *Silent Spring* or Alan Weisman's *The World Without Us*) which will be considered from a variety of disciplinary perspectives by members of the Environmental Studies faculty. These discussions are intended to help students initiate an independent research project which may be expanded into an honors project in the second semester. For students not electing an honors project, the seminar will offer an opportunity to integrate what they have learned in their environmental studies courses. The substance of the seminar will vary from year to year, reflecting the interests of the faculty who will be convening and participating in the seminar.

Open to seniors. Fall semester. Professors Miller and Sims.

OTHER SEMINARS AND TUTORIALS

51. Seminar on Invasive Species. Invasive species are the leading cause of extinction, accounting for 39% of known species extinctions on Earth. A recent report noted that invasive species in the United States cause major environmental damage and losses adding up to more than $138 billion per year. There are approximately 50,000 non-native species in the USA, and the number is increasing. But what, exactly, are invasive species, and why do they pose such tremendous problems for the conservation of biodiversity and the nations' economies? In this course, we will explore the biological, economic, political, and social impacts of invasive species. We will start by examining the life history characteristics of invasive species which make them likely to become pests, and the features of habitats which make them most susceptible to invasion. We will then consider the consequences of invasive species for loss of native biodiversity and the disruption of ecosystem processes, as well as their global environmental and political impacts. Lastly, we will address the tougher issues of what can be done to halt or eradicate invasive species once they have become established, and how to identify and prevent the introduction of potential pest species.

Requisite: Environmental Studies 12, Biology 23, or consent of the instructor. Limited to 14 students. Not open to first-year students. Omitted 2009-10. Professor Temeles.

52. Seminar on Sustainable Agriculture and Human Populations.. The current world human population numbers 6.7 billion people, and the United Nations estimates that 9 billion people will live on Earth in the year 2050. Will there be enough food for this many people, and can we sustain our current lifestyle and agricultural practices in the future? These are among the questions asked in this course, which will address the biological, social, economic, and political aspects of agriculture and human population growth. Other questions to be addressed are: How have humans managed to sustain their current rate of population growth? What is the Green revolution? What are the environmental impacts of current agricultural practices? Can we feed the growing world population without destroying our environment, and if so, how? Is genetic engineering of crops a solution to world hunger?

Requisite: Environmental Studies 12 or 21 or Biology 23 or consent of the instructor. Not open to first-year students. Limited to 14 students. Spring semester. Professor Temeles.

78. Senior Departmental Honors.
Spring semester. The Department.

97, 98. Special Topics. Independent reading course.
Fall and spring semesters. The Department.

RELATED COURSES

CATEGORY I: SCIENCE ELECTIVES

Adaptation and the Organism. See Biology 18.

Evolutionary Biology. See Biology 32.

Animal Behavior. See Biology 39.

Seminar in Conservation Biology. See Biology 48.

Atmospheric Chemistry. See Chemistry 38.

Environmental Science: Global Warming and Energy Resources. See Geology 09.

Surficial Earth Dynamics. See Geology 21.

Hydrogeology. See Geology 28.

Seminar in Biogeochemistry. See Geology 45.

Mathematical Modeling. See Mathematics 14.

Energy. See Physics 09.

CATEGORY II: SOCIAL SCIENCES AND HUMANITIES ELECTIVES

Environmental and Natural Resource Economics. See Economics 25.

Global Environmental History of the Twentieth Century. See History 27.

Environmental History of Latin America. See History 54.

Commodities, Nature and Society. See History 91.

Law's Nature: Humans, the Environment and the Predicament of Law. See Law, Jurisprudence and Social Thought 35.

The Political Economy of Petro States: Venezuela Compared. See Political Science 51.

Environmental Psychology. See Psychology 46.

EUROPEAN STUDIES

Advisory Committee: Professors Barbezat, Bezucha, Brandes, Caplan†, Chickering*, Ciepiela, Courtright, de la Carrera‡, Doran‡, Griffiths, Hewitt†, Hunt, Machala, Maraniss, Marx, Mehta, Rabinowitz, Rockwell, Rogowski, Rosbottom†, R. Sinos*, Staller*, Stavans, and Tiersky; Associate Professors Epstein, Gilpin (Chair), and Schneider; Assistant Professors Brenneis, L. Katsaros, Long, and Wolfson; Senior Lecturer Schütz; Visiting Lecturer G. Katsaros.

European Studies is a major program that provides opportunity for independent and interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the student major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of eight courses that will examine a significant portion of European civilization through a variety of disciplines. Two of these courses will be European Studies 21 and 22 (or the equivalent; see below), and two will be independent work during the senior year. In the second semester of the senior year, the student major writing a thesis may designate the research course as a double course (European Studies 78D), in which case the total number of courses required to complete the major becomes nine. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science, or economics involving one or more European countries are possible approaches for the student's required senior project.

Application to the major will be considered only after a student has taken

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*On leave 2009-10.
†On leave fall semester 2009-10.
‡On leave spring semester 2009-10.

at least one of European Studies 21, 22, or an approved, similarly broad course in European history or culture. A second such required course will be taken during the sophomore year or as soon as the student elects a European Studies major. The student major will select four core courses in consultation with the Chair or major advisor. All majors shall complete a substantial course-based research project on some aspect of European culture by the end of their junior year. Prior arrangement for supervision must be made if a student intends to do this project while abroad.

All European Studies honors majors must complete a thesis. Should, during the senior year, the Program faculty decide that a declared major is not qualified to proceed to work on a thesis, the student may elect to do a substantial research project instead. Students may be recommended for Program honors only if they complete a thesis. Save in exceptional circumstances, a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. All majors must give evidence of proficiency in one European language besides English, ideally one that is appropriate to their senior project. Upon return from study abroad, the student will ordinarily elect, in consultation with the Program Chair or major advisor, at least one course that helps integrate the European experience into the European Studies major.

14. Napoleon's Legends. Napoleon Bonaparte's legacy in French domestic and international politics and military strategy profoundly influenced nineteenth-century Europe. But so did the legends surrounding him, created before his great defeat and exile, and nurtured after his death in 1821. In painting, caricature, and sculpture, literature, music, and film, the legends—positive and negative—of Napoleon have served many ends. The cultural complexity of nineteenth- and twentieth-century Europe becomes clearer when one understands the motives behind and results of these representations of Napoleon.

In this course, we will study painting (e.g., David and Goya), narrative fiction (e.g., Balzac, Stendhal, and Tolstoy), poetry (e.g., Wordsworth and Hugo), music (e.g., Beethoven), urban history and architecture (e.g., of Paris), and the silent and sound films of our century (e.g., Gance). We will examine how different generations and a variety of cultures appropriated the real and imagined images of Napoleon for social, political, and artistic ends, and thereby influenced the creation of modern Europe. Three class hours per week.

Omitted 2009-10. Professor Rosbottom.

21. Readings in the European Tradition I. Topics in the past have included readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad,* selected Greek tragedies, Virgil's *Aeneid,* selections from the *Bible,* and from medieval texts. Three class hours per week.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages. Required of European Studies majors.

Limited to 25 students. Fall semester. Professor G. Katsaros.

22. Readings in the European Tradition II. Reading and discussion of writings and art that have contributed in important ways to the definition of the European imagination. Previous readings have included Cervantes' *Don Quixote,* plays of Shakespeare, Montaigne's *Essays,* Racine's *Phaedra,* Molière's *Tartuffe,* Descartes' *Discourse on Method,* Rousseau's *Discourse on the Origin of Inequality,* Voltaire's *Candide,* selected poems of Wordsworth, Marx's *Communist Manifesto,* Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Thomas Mann's *Death in Venice*, and others. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of Europe from the Renaissance to the twenty-first century. Two class meetings per week.

Suggested requisite: European Studies 21. Required of European Studies majors. Spring semester. Professor Rosbottom.

24. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic, Slavic, or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. Fall semester: Professor Maraniss. Spring semester: Professor Ciepiela.

26. Medea: Metamorphoses of a Myth. (Offered as European Studies 26 and Women and Gender Studies 14.) Beginning with Euripides' tragedy, Medea has continued to occupy the European mind mainly in dramatic treatments by male authors (Seneca, Corneille, Grillparzer, Anouilh, and Heiner Müller). As multiple "outsider"—woman, foreigner, sorceress, demi-goddess, abandoned wife—Medea embodies "otherness" in manifold ways: she is the representative of the conflict between barbarism and civilization, between the supernatural and the natural, the magical and the commonsensical, madness and reason. Recently, women authors like Christa Wolf have entered the debate, aiming to reclaim Medea as one of the repressed voices of femininity. Our approach will be interdisciplinary in nature: in addition to reading dramatic texts and background material, we will explore the transformations of the Medea myth in the European tradition in the fine arts (Vanloo, Delacroix, Anselm Feuerbach), in dance (Martha Graham, the Bolshoi Ballet), sample the operas of Cherubini and Charpentier, and view the films by Pasolini, Ula Stöckl, and Lars von Trier, as well as priceless B-movie masterpiece, Don Chaffey's *Jason and the Argonauts*. Readings will be in English. Students who know any of the foreign languages represented are encouraged to read the material in the original.

Limited to 25 students. Omitted 2009-10. Professor Rogowski.

33. Love. (Offered as Spanish 84 and European Studies 33.) This panoramic, interdisciplinary course will explore the concept of love as it changes epoch to epoch and culture to culture. Poetry, novels, paintings, sculptures, movies, TV, and music will be featured. Starting with the *Song of Songs*, it will include discussions of Plato, Aristotle, Catullus, and other Greek classics, move on to Dante and Petrarch, contemplate Chinese, Arabic, African, and Mesoamerican literatures, devote a central unit to Shakespeare, continue with the Metaphysical poets, and move on to American literature. Special attention will be paid to the difference between love, eroticism, and pornography. Multilingual students will be encouraged to delve into various linguistic traditions, in tongues like French, Russian, German, Yiddish, and Spanish. Conducted in English.

Omitted 2009-10. Professor Stavans.

34. Birth of the Avant-Garde: Modern Poetry and Culture in France and Russia, 1870-1930. (Offered as European Studies 34 and Russian 34.) Between the mid-nineteenth century and the mid-twentieth century, poetry was revolutionized both in France and in Russia; nowhere else did the avant-garde proliferate more extravagantly. This class will focus on the key period in the emergence of literary modernity that began with Symbolism and culminated with Surrealism and Constructivism.With the advent of modernism, the poem became a "global phenomenon" that circulated among different languages and different cultures, part of a process of cross-fertilization. An increasingly hybrid genre, avant-garde poetry went beyond its own boundaries by drawing into itself prose literature, philosophy, music, and the visual and performing arts. The relation between the artistic and the literary avant-garde will be an essential concern.We will be reading Rimbaud; the French Symbolists (Mallarmé, Laforgue, Valéry); the Russian Symbolists (Blok, Bely); Apollinaire, Dada, and the Surrealists (Breton, Eluard, Desnos, Char, Michaux); and the Russian avant-garde poets (Mayakovsky, Pasternak, Khlebnikov, Tsvetaeva).Our study of the arts will include Symbolism (Moreau, Redon); Fauvism (Matisse, Derain, Vlaminck); Cubism, Dada, and early Surrealism (Duchamp, Ernst, Dali, Artaud); the "World of Art" movement; Primitivism and Constructivism (Goncharova, Malevich, Rodchenko, Eisenstein). Course will be taught in English. Students who read fluently in French and/or Russian will be encouraged to read the material in the original language.

Spring semester. Professors Ciepiela and L. Katsaros.

35. Culture and Politics in 20th-Century Europe. (Offered as Political Science 72 [CP, IR] and European Studies 35.) This seminar discusses political ideas, ideologies and political culture in 20th-century Europe. Some themes are Nationalism; Marxism, Socialism and Communism; Fascism; anti-Semitism; Existentialism; the "Century of Total War"; the year 1968; Pope John Paul II; Soccer Hooliganism; "The Idea of Europe," and the question of whether there is a "European identity." Throughout the course, ideas are connected to historical context. The syllabus is a mix of books and films. *This course can be taken as a regular course or it can fulfill the requirement for an advanced seminar in Political Science.*

Preference to Political Science and European Studies majors, and juniors and seniors. Limited to 20 students. Spring semester. Professor Tiersky.

36. Dangerous Reading: The 18th-Century Novel in England and France. (Offered as European Studies 36, English 48, and French 62.) Why was reading novels considered dangerous in the eighteenth century, especially for young girls?

This course will examine the development, during this period, of the genre of the novel in England and France, in relation to the social and moral dangers it posed and portrayed. Along with the troublesome question of reading fiction itself, we will explore such issues as social class and bastardy, sexuality and self-awareness, the competing values of genealogy and character, and the important role of women—as novelists, readers, and characters—in negotiating these questions. We will examine why the novel was itself considered a bastard genre, and engage formal questions by studying various kinds of novels: picaresque, epistolary, gothic, as well as the novel of ideas. Our approach will combine close textual analysis with historical readings about these two intertwined, yet rival, cultures, and we will pair novels in order to foreground how these cultures may have taken on similar social or representational problems in different ways. Possible pairings might include Prévost and Defoe, Laclos and Richardson, Voltaire and Fielding, Sade and Ann Radcliffe. French novels will be read in translation. Two class meetings per week.

Omitted 2009-10. Professors Frank and Rosbottom.

37. Music and Culture I. (Offered as Music 21 and European Studies 37.) One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. This course is an introduction to European music in the Medieval, Renaissance, and Baroque eras. We will begin by singing Gregorian chant and will go on to cover such topics as the music of the Troubadours, the polyphonic style associated with Notre Dame, the development of musical notation, Renaissance sacred polyphony, madrigals, court dances, and the birth of opera. Throughout the course we will seek to bring the music we study alive by singing and/or playing. We will also host several professional performers of "early music" who will help us understand how this music is likely to have sounded at the time of its creation.

Requisite: Music 12 or consent of the instructor. Omitted 2009-10. Professor Schneider.

38. Art and Architecture of Europe from 1400 to 1800. (Offered as Art 35 and European Studies 38.) This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the oeuvre of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands.

Limited to 30 students. Fall semester. Professor Courtright.

44. Renaissance Art in Italy. (Offered as Art 51 and European Studies 44.) This course treats painting, sculpture, and architecture of the art historical periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. It will dwell upon works by artists such as Giotto, Donatello, Botticelli, Leonardo, Raphael, Bramante, Michelangelo, and Titian in the urban centers of Florence, Rome, and Venice, art produced for patrons ranging from Florentine merchants and monks to Roman princes and pontiffs. The art itself—portraits, tombs, altarpieces, cycles of imagined scenes from history, palaces, churches, civic monuments—ranges from gravely restrained and intentionally simple to monumental, fantastically complex or blindingly splendid, and the artists themselves range from skilled artisans to ever more sought-after geniuses. Emphasis will be upon the way the form and content of each type of art conveyed ideas concerning creativity, originality, and individuality, but also expressed ideals of devotion and civic virtue; how artists dealt with the revived legacy of antiquity to develop an original visual language; how art imparted the values of its patrons and society, but also sometimes conflicted with them; and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course, based on lectures but regularly incorporating discussion, will examine in depth selected works, and will analyze contemporary attitudes toward art of this period through study of the art and the primary sources concerning it. Upper level.

Requisite: One other art history course or consent of the instructor. Omitted 2009-10. Professor Courtright.

47. God. This interdisciplinary course will reflect on shifting representations of the divine in theology, philosophy, literature and the arts. Students will reflect on the tension between polytheism and monotheism in ancient times, read portions of medieval and Renaissance texts, and treatises and novels from the Enlightenment to the contemporary period. Foundational sources like the *Egyptian Book of the Dead*, the *Bible*, the *Koran*, the *Vedas*, the *Popol Vuh*, and various others will be featured, along with material by such authors as St. Augustine, Aquinas, al-Ghazali, and Maimonides. Spinoza's geometrical system, the emergence of secularism as a refutation of God's omnipotence, and agnosticism and atheism as modern responses to religious faith will all be covered. The course will include readings from Newton, Berkeley, Dostoevsky, Freud, Unamuno, Einstein, Jung, Kafka, Pirandello, Borges, and Wittgenstein, as well as explorations of music from such composers Johann Sebastian Bach and John Cage to Negro Spirituals. Finally, we will analyze such films as Ingmar Bergman's cinematic meditations, Woody Allen's comedies, and *The Matrix*

Limited to 20 students. Omitted 2009-10. Professor Stavans.

50. Cityscapes: Imagining the European City. Cities, the largest human artifact, have been at the center of Europeans' relationships with nature, gods, and their own kind since their first appearance. With the advent of capitalist energy, the European city went through radical change. The resultant invention, reinvention and growth of major metropolises will be the subject of this course.

We will discuss histories and theories of the city and of the urban imagination in Europe since the 18th century. We will consider Paris, London, Berlin, Rome, and St. Petersburg among others, and the counter-example of New York City. We will study examples of city planning and mapping, urban architecture, film and photography, painting, poetry, fiction, and urban theory. And, we may study Atget, Baudelaire, Benjamin, Calvino, Dickens, Joyce, Rilke, Truffaut, Zola, and others.

Questions addressed will include: To what extent do those who would "improve" a city take into account the intangible qualities of that city? How do the economics of capital compromise with the economics of living? How does the body—healthy and unhealthy—interact with the built environment? How and why does the imagination create an "invisible city" that rivals the "real" geopolitical site? Two classes per week.

Spring semester. Professor Rosbottom.

52. Designing Architecture Across Borders and Time. (Offered as European Studies 52 and Art 16.) In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion, and extensive studio design.

Requisite: Basic Drawing. Admission with consent of the instructor. Limited to 8 students. Spring semester. Professor Long.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Offered as Art 56 and European Studies 56.) After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and the Spanish Netherlands—as well as engaging the cultural, social, and intellectual framework for their accomplishments. Upper level.

Requisite: One other course in art history or consent of the instructor. Limited to 25 students. Spring semester. Professor Courtright.

60. Performance. (Offered as German 60 and European Studies 60.) What is performance? What constitutes an event? How can we address a phenomenon that has disappeared the moment we apprehend it? How does memory operate in our critical perception of an event? How does a body make meaning? These are a few of the questions we will explore in this course, as we discuss critical, theoretical, and compositional approaches in a broad range of multidisciplinary performance phenomena emerging from European—primarily German—culture in the twentieth century. We will focus on issues of performativity, composition, conceptualization, dramaturgy, identity construction, representation, space, gender, and dynamism. Readings of performance theory, performance studies, gender studies, and critical/cultural studies, as well as literary, philosophical, and architectural texts will accompany close examination of performance material. Students will develop performative projects in various media (video, performance, text, online) and deliver a number of critical oral and written presentations on various aspects of the course material and their own projects. Performance material will be experienced live when possible, and in text, video, audio, digital media and online form, drawn from selected works of Dada and

Surrealism, Bauhaus, German Expressionism, the Theater of the Absurd, Tanztheater, and Contemporary Theater, Performance, Dance, Opera, New Media, and Performance Art. A number of films, including *Das Cabinet des Dr. Caligari*, Oskar Schlemmer's *Das Triadische Ballett*, Fernand Léger's *Ballet Mécanique*, and Kurt Jooss' *Der Grüne Tisch*, will be also screened. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Fall semester. Professor Gilpin.

63. Traumatic Events. (Offered as German 63 and European Studies 63.) How is memory constructed and represented? How is it possible to bear witness, and what exactly is involved? Who is authorized to testify, to whom, when? Whose story is it? Is it possible to tell "the story" of a traumatic event? What are the disorders of testimony, and how and where do they emerge? This course will observe the workings of trauma (the enactment and working-through of collective and individual symptoms of trauma), memory, and witnessing in various modes of everyday life. We will examine notions of catastrophe, disaster, accident, and violence, and explore the possibilities and impossibilities of bearing witness in many forms of cultural production: in fiction, poetry, architecture, critical theory, oral and written testimonies, visual art, monuments, memorials, philosophy, science, cartoons, film, video, theater, television reportage, newspaper documentation, performance, on the Internet, and in our public and domestic spaces. We will study various representations of trauma, paying particular attention to events in Germany and Europe from the twentieth century, as well as to 9/11 and other recent international events. Material to be examined will be drawn from the work of Pina Bausch, Joseph Beuys, Christian Boltanski, Cathy Caruth, Paul Celan, Marguerite Duras, Peter Eisenman, Shoshana Felman, Florian Freund, Jochen Gerz, Geoffrey Hartman, Rebecca Horn, Marion Kant, Anselm Kiefer, Ruth Klüger, Dominick LaCapra, Claude Lanzmann, Dori Laub, Daniel Libeskind, W.G. Sebald, Art Spiegelman, Paul Virilio, Peter Weiss, Wim Wenders, Elie Wiesel, Christa Wolf, and others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Gilpin.

64. Architectures of Disappearance. (Offered as German 64 and European Studies 64.) This course will address a number of developments and transformations in contemporary urban architecture and performance from an international perspective. We will explore issues including, but not limited to, trauma, memory, absence, perception, corporeality, representation, and the senses in our examination of recent work in Germany and elsewhere, and read a number of texts from the fields of philosophy, critical theory, performance studies, and visual and architectural studies, in an attempt to understand how architecture is beginning to develop compositional systems in which to envision dynamic and responsive spaces in specific cultural contexts. We will focus our research on the work of a number of German and international architects, performance, and new media artists, including Jochen Gerz, Renata Stih and Frieder Schnock, Horst Hoheisel, Micha Ullman, Shimon Attie, Daniel Libeskind, Peter Eisenman, Rem Koolhaas, Greg Lynn, Mark Goulthorpe, R & Sie(n), Axel Kilian, Paul Privitera, Hani Rashid and Lise-Ann Couture, Herzog and de Meuron, Archigram, William Forsythe, Jan Fabre, Rachel Whiteread, Rebecca Horn, Sasha Waltz, Richard Siegal, Michael Schumacher, Robert Wilson, the Blix Brothers of Berlin, Pina Bausch, Granular Synthesis, Sponge, Rafael Lozano-Hemmer, Toni

Dove, and many others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Spring semester. Professor Gilpin.

65. Making Memorials. (Offered as German 65 and European Studies 65.) This is a course about what happens to difficult memories: memories that are intensely personal, but made public, memories that belong to communities, but which become ideologically possessed by history, politics, or the media. How are memories processed into memorials? What constitutes a memorial? What gets included or excluded? How is memory performed in cultural objects, spaces, and institutions? What is the relationship between the politics of representation and memory? Who owns memory? Who is authorized to convey it? How does memory function? This course will explore the spaces in which memories are "preserved" and experienced. Our attention will focus on the transformation of private and public memories in works of architecture, performance, literature, and the visual arts primarily in Germany, Europe, and the United States. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Gilpin.

77, 77D, 78, 78D. Senior Departmental Honors. A full or double course.

Fall and spring semesters.

97, 98. Special Topics.

Fall and spring semesters.

RELATED COURSES

Greek Civilization. See Classics 23.

Roman Civilization. See Classics 24.

Archaeology of Greece. See Classics 34.

Three Masterpieces of French Literature in Translation. See French 63. Conducted in English.

Modern Drama. See German 38. Conducted in German.

Popular Cinema. See German 44. Conducted in English.

Joyful Apocalypse: Vienna Around 1900. See German 51. Conducted in English.

Kafka, Brecht, and Thomas Mann. See German 52. Conducted in English.

Nietzsche and Freud. See German 54. Conducted in English.

Performance. See German 60. Conducted in English.

Traumatic Events. See German 63. Conducted in English.

Music and Culture II. See Music 22.

For other related courses, see the offerings in European areas in the Departments of Art and History of Art, Classics, Economics, English, French, German, History, Music, Philosophy, Political Science, Religion, and Spanish.

FILM AND VIDEO ARTS

The study of Film and Video Arts examines the history, theory, and practice of the moving image. The field of Film and Video Arts has emerged in recent decades as a distinct area of serious academic study coming from broadly interdisciplinary perspectives, and at Amherst College this area of study is coordinated interdepartmentally. Although there is no formal department, nor is there a major, faculty from numerous departments across the college regularly offer courses in Film and Video Arts. An historical approach to film and video considers the development of international cinema from the silent era to its transformation in video and its future in digital culture. A theoretical approach reflects on the way conceptions of identity, aesthetics, subjectivity, and ontology may be shaped by cinema and video. These approaches engage discussions in such disciplines as philosophy, social and literary theory, area studies, language study, visual culture, theater and dance, anthropology, and gender studies. The practice of constructing moving images in film and video includes considerations of narrative, non-narrative and experimental structures, camera motion, editing techniques, sound design, *mise-en-scène,* and digital technologies. The issues of composition and aesthetics that underlie film and video practice illuminate in crucial ways many concerns that also emerge from historical or theoretical discussions of the moving image.

Students who participate in courses in Film and Video Arts find that this field is in active dialogue with different aspects of a liberal arts curriculum. Coursework in Film and Video Arts challenges and transforms the way students regard and react to the moving image beyond its most popular and widely circulated forms. The courses usually involve regular screenings outside of the scheduled class time, plus substantial reading and/or composition assignments. Some courses contain a strong component of film or video study in relation to other kinds of primary texts.

The course offerings for 2009-10 include the following courses:

2009

Screenwriting. See English 24.

Production Workshop in the Moving Image. See English 82.

The Non-Fiction Film. See English 83.

Popular Cinema. See German 44.

Performance. See German 60 (also European Studies 60).

Cuba After 1989: Culture, Film, Literature. See Spanish 46.

Performance Studio. See Theater and Dance 62.

2010

India in Film: Hollywood, Bollywood, Mollywood. See Asian Languages and Civilizations 30.

"Asia Pop!" See Asian Languages and Civilizations 39.

Film and Writing. See English 01, section 04.

Topics in Film Study: Five Contemporary Filmmakers. See English 84.

Production Seminar in the Moving Image: Performance, Video and Sound. See English 89 (also Theater and Dance 96).

Weimar Cinema: The "Golden Age" of German Film. See German 47.

Film, Myth, and the Law. See Law, Jurisprudence and Social Thought 52.

Spanish Film. See Spanish 33.

FRENCH

Professors Caplan†, de la Carrera‡, Hewitt†, Rockwell (Chair), and Rosbottom†; Assistant Professor L. Katsaros; Lecturer Uhden.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country. The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

Major Program. The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and with Departmental Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. One of these four must be taken during the senior year. All courses offered by the Department above French 03 may count for the major. Among these eight courses, one must be chosen from the Middle Ages or Renaissance, and one from the seventeenth or eighteenth centuries. (French 11 satisfies either of these distribution requirements.) Up to four courses taken in a study abroad program may count toward the eight required courses for the major. Comprehensive examinations must be completed no later than the seventh week of the spring semester of the senior year.

Departmental Honors Program. Candidates for Departmental Honors must write a thesis in addition to fulfilling the course requirements for the major described above. Students who wish to write a thesis should begin to develop a topic during their junior year and must submit a detailed thesis proposal to the Department *at the beginning of the second week of fall semester classes.* Subject to departmental approval of the thesis proposal, candidates for Departmental Honors will enroll in French 77 and 78 during their senior year. (French 77 and 78 will not be counted towards the eight-course requirement for the major.) Oral examinations on the thesis will be scheduled in late spring.

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†On leave fall semester 2009-10.
‡On leave spring semester 2009-10.

Foreign Study. A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

FRENCH LANGUAGE AND COMPOSITION

01. Elementary French. This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 03. For students without previous training in French.

Fall and spring semesters. Lecturer Uhden and Assistants.

03. Intermediate French. Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action,* the multimedia program. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 05.

Requisite: French 01 or two years of secondary school French. Fall and spring semesters. Lecturer Uhden and Assistants.

05. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Texts will be drawn from significant short stories, poetry and films. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 05 prepares students for French 07, 08, 11 or 12. Conducted in French. Three hours a week.

Requisite: French 03 or three to four years of secondary school French. Fall semester: Professor de la Carrera. Spring semester: Professor Hewitt.

07. Introduction to French Literature and Culture. Through class discussion, debates, and frequent short papers, students develop effective skills in self-expression, analysis, and interpretation. Literary texts, articles on current events, and films are studied within the context of the changing structures of French society and France's complex relationship to its recent past. Assignments include both creative and analytic approaches to writing. Some grammar review as necessary, as well as work on understanding spoken French using videotapes. Highly recommended for students planning to study abroad.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. Fall semester: Professors Katsaros and Rockwell. Spring semester: Professor Rockwell.

08. French Conversation. To gain as much confidence as possible in idiomatic French, we discuss French social institutions and culture, trying to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, art and architecture, the status of women, the spectrum of political parties, minority groups, religion, and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students. Spring semester. Professors Caplan and Katsaros.

FRENCH LITERATURE AND CIVILIZATION (FRENCH 11-19)

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 05 or equivalent. Omitted 2009-10. Professor Caplan.

MEDIEVAL AND RENAISSANCE LITERATURE AND CULTURE (FRENCH 20-29)

20. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings may include such major works as *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, selections from the continuation of the *Roman de la Rose* by Jean de Meun, anonymous *Fabliaux*, and poetic works by Christine de Pisan, Guillaume de Machaut, Jean Froissart, and Charles d'Orléans. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Spring semester. Professor Rockwell.

21. Amor and Metaphor in the Early French Middle Ages. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland,* the Tristan legend, the *Roman d'Eneas,* the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the follwing—French 07, 08, 11, 12 or equivalent. Fall semester. Professor Rockwell.

24. Studies in Medieval Romance Literature and Culture. The study of a major author, literary problem, or question from the medieval period with a particular focus announced each time the course is offered. The topic for fall 2008 is *Amor* and metaphor; Romance in the era of Magna Carta. Readings will include works by Marie de France and Chrétien de Troyes, the *Roman d'Eneas,* the Tristan legend, and the Arthurian romances of the early thirteenth century. Special attention will be paid to the social upheaval of the period and the evolution of legal institutions under Plantagenêt dynasty. Readings, discussions and papers will be in English.

Omitted 2009-10. Professor Rockwell.

27. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Rockwell.

SEVENTEENTH- AND EIGHTEENTH-CENTURY LITERATURE AND CULTURE (FRENCH 30-39)

30. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course explores the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for 2008-09 was "Comedy from Corneille and Molière to Beaumarchais." Readings included texts by Corneille *(L'Illusion comique),* Molière *(Le Médecin malgré lui, Le Tartuffe, Le Misanthrope, Le malade imaginaire),* Marivaux *(La Double Inconstance, Le Jeu de l'amour et du hasard),* and Beaumarchais *(Le Barbier de Séville, Le Mariage de Figaro).* Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Caplan.

35. Lovers and Libertines. Passion and the art of seduction, from Mme. de Lafayette's *La Princesse de Clèves* to Stendhal's *Le Rouge et le noir.* We will focus on the oppositions between romantic love and social norms, passion and seduction. Both original masterpieces and their filmic adaptions will be considered. Sample reading list: Mme. de Lafayette, *La Princesse de Clèves*; Prévost, *Manon Lescaut*; Casanova, *Histoire de ma vie*; Laclos, *Les Liaisons dangereuses*; Mozart/da Ponte, *Don Giovanni*; Stendhal, *Le Rouge et le noir.* Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Caplan.

38. The Republic of Letters. An exploration of Enlightenment thought within the context of the collaborative institutions and activities that fostered its development, including literary and artistic *salons, cafés,* and the *Encyclopédie.* We will read texts by Voltaire, Rousseau, Diderot, and others, drawn from the domains of literature, memoirs, and correspondence. To get a better idea of what it might have been like to live in the eighteenth century and be a participant in the "Republic of Letters," we will also read a variety of essays in French cultural history. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor de la Carrera.

39. Worldliness and Otherworldliness. Many eighteenth-century writers imagined and invented other, better societies. To attenuate their criticisms of the social, political, and religious structures of the *ancien régime,* they also had recourse to the viewpoint of fictional "outsiders" who arrive in France as if for the first time and describe what they see in minute and telling detail. We will analyze the role that these "other" worlds and the "otherworldly" point of view played in the development of eighteenth-century thought and literature, as well as some of the repercussions that these questions have had in twentieth-century thought. Readings will include Montesquieu's *Lettres persanes,* Rousseau's *Discours sur l'origine de l'inégalité,* Diderot's *Supplément au Voyage de Bougainville,* and Madame de Graffigny's *Lettres d'une Péruvienne,* as well as Freud's *Civilization and Its Discontents* and a selection of essays by Claude Lévi-Strauss. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Fall semester. Professor de la Carrera.

NINETEENTH-CENTURY LITERATURE AND CULTURE (FRENCH 40-49)

42. Women of Ill Repute: Prostitutes in Nineteenth-Century French Literature. Prostitutes play a central role in nineteenth-century French fiction, especially of the realistic and naturalistic kind. Both widely available and largely visible in nineteenth-century France, prostitutes inspired many negative stereotypes. But, as the very product of the culture that marginalized her, the prostitute offered an ideal vehicle for writers to criticize the hypocrisy of bourgeois mores. The socially stratified world of prostitutes, ranging from low-ranking sex workers to high-class courtesans, presents a fascinating microcosm of French society as a whole. We will read selections from Honoré de Balzac, *Splendeur et misère des courtisanes*; Victor Hugo, *Les Misérables*; and Gustave Flaubert, *L'éducation sentimentale*; as well as *Boule-de-Suif* and other stories by Guy de Maupassant; *La fille Elisa* by Edmond de Goncourt; *Nana* by Emile Zola; *Marthe* by Joris-Karl Huysmans; *La dame aux camélias* by Alexandre Dumas fils; and extracts from *Du côté de chez Swann* by Marcel Proust. Additional readings will be drawn from the fields of history (Alain Corbin, Michelle Perrot) and critical theory (Walter Benjamin, Michel Foucault, Julia Kristeva). We will also discuss visual representations of prostitutes in nineteenth-century French art (Gavarni, Daumier, C. Guys, Degas, Manet, Toulouse-Lautrec). Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Katsaros.

43. Agents Provocateurs: Scandalous French Artists, from Baudelaire to Cline. "Merdre!" This is, famously, the opening word of Alfred Jarry's play *Ubu-Roi*. First performed in 1897, *Ubu-Roi* illuminates in retrospect a key aspect of nineteenth-century French literature. Since the Romantics, French literature had been saying "Merdre!" to its bourgeois readers with remarkable consistency. From the bohemian to the *poète maudit*, from the dandy to the decadent, the art of provocation reached its peak in nineteenth-century France. In this course, we will explore the various aspects, meanings, and purposes of this strategy. We will examine the various forms of literary, artistic, and theatrical provocation, as well as their historical and critical significance. We will ask how and why the artist and the bourgeois were set up as enemies, and what effect this conflict has had on theories of artistic creation. We will also try to understand why the myths of the artist invented in the nineteenth century (such as the dandy, the bohemian, and the provocateur) still form an essential part of the critical discourse on the arts today. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Katsaros.

44. Mirrors of the World: The Nineteenth-Century French Novel. This course will trace the evolution of the novel with respect to the broad contexts of nineteenth-century French history and culture. We will focus in particular on the rise of French realism and its relation to the development of modernity in France, examining the treatment of such themes as urban space (the street, the arcade, the barricade), revolution, the opposition between Paris and the provinces, and the formation of modern identity—along with its distinctly modern pathologies (alienation, boredom, sexual frustration). We will pay particular attention to the rising genre of the popular novel and the "roman-feuilleton," in their connection to journalism and the theatre. We will be reading fiction by Nerval, Balzac, Stendhal, Mérimée, Flaubert, Sand, Maupassant, Barbey d'Aurevilly, and Zola, as well as extracts from longer works by Hugo, Dumas and Sue. To help illuminate the problem of realism in France, we will take up the question of realist representation in the visual arts, examining relevant works by such artists and photographers as Courbet, Daumier, Manet, Degas, Nadar and Atget. We will view several film adaptations of nineteenth-century French fiction, such as *Une partie de campagne* and *La bête humaine* by Jean Renoir, as well as the timeless classic on nineteenth-century Paris, *Les Enfants du Paradis* by Marcel Carné. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Fall semester. Professor Katsaros

TWENTIETH-CENTURY LITERATURE AND CULTURE (FRENCH 50-59)

50. Contemporary French Literature: Crises and Transformation. A study of contemporary French literature and culture focusing on the twentieth-century novel. The course focuses on the long series of novelistic experiments, both narratological and ideological, which begin around the time of the First World War and continue feverishly through the existential novel and the *New Novel* of the seventies and eighties. Our readings will include critical theory as well as works of such major authors as Marcel Proust, André Malraux, Jean-Paul Sartre, Claude Simon, Michel Butor, Nathalie Sarraute, Marguerite Duras, Monique Wittig and Patrick Modiano. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or the equivalent. Omitted 2009-10. Professor Hewitt.

51. French Cultural Studies. This course studies the shifting notions about what constitutes "Frenchness" and reviews the heated debates about the split between French citizenship and French identity. Issues of decolonization, immigration, foreign influence, and ethnic background will be addressed as we explore France's struggles to understand the changing nature of its social, cultural, and political identities. We will study theoretical and historical works, as well as novels, plays and films. Conducted in French.

Omitted 2009-10. Professor Hewitt.

52. Modern French Autobiography. This course studies the tortuous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation (and its breakdown) through certain literary and philosophical theories (existentialism, New Novel theory, modernism, Marxism, postmodernism, postcolonialism). After briefly considering passages from Rousseau's model autobiography, *Les Confessions,* we turn our attention to twentieth-century authors such as Marguerite Duras, Nathalie Sarraute, Alain Robbe-Grillet, Michel Leiris, Jean-Paul Sartre, Maryse Condé, Roland Barthes, and Louis Althusser. Assignments will include one creative essay in which students write on a personal experience using narrative strategies discussed in class. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Hewitt.

53. Literature in French Outside Europe: Introduction to Francophone Studies. (Offered as French 53 and Black Studies 22 (D).) This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers from the French-speaking Caribbean and West Africa. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and multilingualism will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought. At issue, then, is the way French Caribbean and West African literatures and cultures trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2009-10. Professor Hewitt.

54. War and Memory. Through readings of short fiction, historical essays, drama and films, we study how the French have tried to come to terms with their role in World War II, both as individuals and as a nation. We will explore the various myths and deconstructions concerning French heroism and guilt, with particular attention paid to the way wartime memories have become a lightning rod for debate and discord in contemporary French culture and politics. No prior knowledge of the historical period of the war is necessary, but students of French history are welcome. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Spring semester. Professor Hewitt.

SPECIAL COURSES (FRENCH 60-69)

60. Masterpieces of French Literature in Translation. A study of major French works from the eighteenth century to the present. Readings may include Diderot's *The Nun,* Laclos' *Dangerous Liaisons,* Hugo's *The Hunchback of Notre-Dame,* Stendhal's *The Red and the Black,* Flaubert's *Madame Bovary,* Zola's *The Beast Within,* Camus's *The Plague,* and Duras's *Hiroshima My Love.* We will pay close attention to the genesis of these influential works, taking into consideration questions of autobiographical inspiration and historical debates. We will also consider why most of these works were judged politically or morally scandalous when they came out. In addition, we will view some of the films inspired by these texts. Conducted in English.

Omitted 2009-10. Professor de la Carrera.

61. European Film. A study of issues concerning European film, with a particular focus announced each time the course is offered. In 2008-09 the course provided an introduction to French film from the 1930s to the present. Among the directors and films covered: Jean Renoir *(Grand Illusion, Rules of the Game),* Marcel Carné *(Hôtel du Nord),* Jean-Pierre Melville *(Bob le flambeur),* Alain Resnais *(Hiroshima mon amour, Last Year at Marienbad),* François Truffaut *(The 400 Blows),* Jean-Luc Godard *(Breathless, My Life to Live, Contempt),* Robert Bresson, Agnès Varda, Chantal Akerman, Léos Carax *(Lovers on the Bridge)* and Mathieu Kassovitz *(Hate).* The course serves as an introduction to film analysis. Conducted in English.

Omitted 2009-10. Professor Caplan.

62. Dangerous Reading: The 18th-Century Novel in England and France. (Offered as European Studies 36, English 48, and French 62.) Why was reading novels considered dangerous in the eighteenth century, especially for young girls?

This course will examine the development, during this period, of the genre of the novel in England and France, in relation to the social and moral dangers it posed and portrayed. Along with the troublesome question of reading fiction itself, we will explore such issues as social class and bastardy, sexuality and self-awareness, the competing values of genealogy and character, and the important role of women—as novelists, readers, and characters—in negotiating these questions. We will examine why the novel was itself considered a bastard genre, and engage formal questions by studying various kinds of novels: picaresque, epistolary, gothic, as well as the novel of ideas. Our approach will combine close textual analysis with historical readings about these two intertwined, yet rival, cultures, and we will pair novels in order to foreground how these cultures may have taken on similar social or representational problems in different ways. Possible pairings might include Prévost and Defoe, Laclos and Richardson, Voltaire and Fielding, Sade and Ann Radcliffe. French novels will be read in translation. Two class meetings per week.

Omitted 2009-10. Professors Frank and Rosbottom.

63. Three Masterpieces of French Literature in Translation. This course seeks to read and study in depth a small number of important narrative or poetic texts of early modern to contemporary France. The purpose is to do close readings of both the selected texts and the socio-political and other cultural trends that were dominant at the time they were written and published. One might read Laclos' *Liaisons Dangereuses* (1782) and delve into the currents of pre-Revolutionary and Revolutionary thought and events that would place this important book in a richer context. Flaubert's *Madame Bovary* (1857) would allow the students to learn about the increasing cultural and financial influence of the bourgeoisie and the Second Empire's attempt to censor this novel juridically. Finally, reading Proust's *In Search of Lost Time* (1913-1927) permits addressing, among other social phenomena, the effects of the Dreyfus Affair and the First World War on French culture in the early 20th century. Conducted in English. (French majors who wish to count this course toward fulfillment of requirements will write some papers in French and read a portion of these works in that language.)

Omitted 2009-10. Professor Rosbottom.

65. Toward the New Wave. This course will study films from the French New Wave (1959-63), as well as earlier French films that influenced many New Wave directors. These films will include: Jean-Luc Godard's *A bout de souffle, Vivre sa vie,* and *Le Mépris;* Alain Resnais' *Hiroshima Mon Amour* and *L'annee dernière à Marienbad;* Jean Vigo's *Zero de Conduite* and *L'Atalante;* Jean Renoir's *Boudu sauvé des eaux, La Grande Illusion* and *La Règle du Jeu;* Jean-Pierre Melville's *Bob le flambeur;* and Robert Bresson's *Un condamné à mort s'est échappé.* This course will also provide basic training in the analysis of films. Conducted in French.

Requisite: One of the following—French 7, 11, 12 or equivalent. Spring semester. Professor Caplan.

ADVANCED COURSES (FRENCH 70+)

77, 78. Senior Departmental Honors. A single and a double course.

Fall and spring semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. Fall and spring semesters.

GEOLOGY

Professors Cheney, Crowley, and Harms‡; Associate Professor Martini (Chair); Assistant Professor Hagadorn*; Visiting Assistant Professor Ouimet; Adjunct Professor Coombs.

Major Program. The Geology major starts with an introduction to the fundamental principles and processes that govern the character of the earth from its surface environment to its core. Geology 11 surveys these principles and is required of all Geology majors. Geology encompasses many sub-disciplines that approach study of the earth in a variety of ways, but all share a core of knowledge about the composition and constitution of earth materials. Accordingly, all Geology majors must also take Geology 21 (Surficial Earth Dynamics), Geology 29 (Structural Geology), and Geology 30 (Mineralogy).

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*On leave 2009-10.

‡On leave spring semester 2009-10.

Finally, in consultation with their departmental advisor, Geology majors must take five additional courses from the Department's offerings, constructing an integrated program that may be tailored to the major's fields of interest or future plans. Senior Departmental Honors, generally consisting of Geology 77 and 78D, will count as one such course for the major. Only one of these five courses may be from a Geology course numbered less than 11 and only if that course was taken prior to the junior year. Students may substitute one course from Astronomy 12, Biology 18, Chemistry 11, Math 11 or Physics 16, or a higher numbered course in those departments (excluding Physics 22), for one of the five elective geology courses required for the major. The department, in coordination with the student's academic goals, will consider departures from this major format. In the fall semester of the senior year, each major shall take a comprehensive examination.

Departmental Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, 78D involves independent research in the field or the laboratory that must be reported in a thesis of high quality.

All courses are open to any student having requisite experience or consent of the instructor.

09. Environmental Science: Global Warming and Energy Resources. From the earliest civilizations man has been a major agent of environmental change. However, from the dawn of the industrial age, when fossil fuels were first tapped for energy, the rate of this change has increased exponentially. In this course, we will dissect environmental issues by first examining the recent geologic record of climate change and how processes that affect climate change operate in modern natural systems. We will then assess how societies have modified such systems and what factors control the trajectory and rate of change. Several environmental case studies will be used to provide insight into the scientific issues associated with specific environmental problems. Case studies will focus on nonrenewable and renewable energy resources and their relationship to climate change.

Limited to 60 students. Fall semester. Professor Martini.

11. Principles of Geology. As the science that considers the origin and evolution of the earth, Geology provides students with an understanding of what is known about the earth and how we know it, how the earth "works" and why we think it behaves as it does. In particular this course focuses upon the earth as an evolving and dynamic system where change is driven by energy generated within the earth. Concepts to be covered are: the structure of the earth's interior, isostasy, deep time, the origin and nature of the magnetic field, plate tectonics, the origin and evolution of mountain belts, and ocean basins and the growth of the continents over time. In this context, Geology 11 considers a diverse range of topics such as the Appalachian mountain belt, the Hawaiian Islands, Yellowstone Park, the consequences of seismicity, faulting, meteorite impact, and volcanism on the earth's inhabitants, and the sources and limitations of mineral and energy resources. This is a science course designed for all students of the College. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

Limited to 20 students per section. Fall semester: Professors Crowley, Martini, and Ouimet. Spring semester: Professor Crowley.

21. Surficial Earth Dynamics. For at least 3.5 billion years, the Earth's surface environment has supported some form of life. What geologic processes first created and now maintain this environment? To what extent has life modified this environment over geologic time? What conditions are necessary for a planet to be conducive to life? What are the natural processes that operate at the Earth's surface? This course looks at the environment from a geologist's perspective. The course will start with dynamic systems that can be observed in operation today, as in river and coastal settings, where erosion and deposition occur, and by the interaction of the oceans, atmosphere, and climate. Techniques for interpreting the rock record will be developed so that past environments can be examined and potential future conditions on Earth better appreciated. Differences between earliest Earth environments and those of the more recent few billion years will be studied and integrated with the history of the origin and evolution of life. Three hours of lecture and two hours of lab, including field trips, each week.

Requisite: Geology 11 or consent of the instructor. Spring semester. Professors Martini and Ouimet.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Amherst College Museum of Natural History. Three hours of class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Omitted 2009-10.

25. Geomorphology and Landscape Evolution. Geomorphology is the quantitative analysis of earth-surface processes and interpretation of landforms and landscapes throughout the world. This course focuses on the landforms and landform evolution associated with fluvial and glacial landscapes and hillslope processes such as mass movements that affect the dynamics of drainage basins. The course also examines the long-term evolution of landscapes through complex feedback between tectonics, climate, and erosion. The goal of this course will be to learn to read landscapes to make these large-scale connections. The lab will introduce surveying and GPS field instruments, satellite images and Geographical Information Systems (GIS). Three hours of lecture and 3 hours of lab, including field trips each week.

Fall semester. Visiting Professor Ouimet.

27. Paleontology. What do fossils tell us about life on Earth over the last four billion years and the potential for life on other planets? In this course, students will gain an appreciation of the richness of ancient life on Earth and will learn to recognize, identify, and interpret fossils in the field and in the laboratory. Using fossils as tools, students will learn to use fossils to solve problems, test hypotheses, and investigate Earth history. Laboratories will focus on learning the commonly fossilized groups that are involved in key aspects of Earth history, including invertebrate, micro-, trace, plant, and vertebrate fossils. Three hours of lectures and three hours of laboratory.

Requisite: Geology 11 or Biology 18 or 19. Omitted 2009-10.

28. Hydrogeology. As the global human population expands, the search for and preservation of our most important resource, water, will demand societal vigilance and greater scientific understanding. This course is an introduction to surface and groundwater hydrology and geochemistry in natural systems, providing fundamental concepts aimed at the understanding and management of the hydrosphere. The course is divided into two roughly equal parts: surface and groundwater hydrology, and aqueous geochemistry. In the first section, we will cover the principal concepts of physical hydrogeology including watershed analysis and groundwater modeling. In the second half, we will integrate the geochemistry of these systems addressing both natural variations and the human impact on our environment. Three hours of lecture and three hours of lab or field trip each week.

Requisite: Geology 11 or consent of the instructor. Omitted 2009-10. Professor Martini.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. Fall semester. Professor Crowley.

30. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours of lecture and two hours of directed laboratory.

Recommended requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent. Fall semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours of class and three hours of laboratory per week.

Requisite: Geology 30. Spring semester. Professor Cheney.

34. Sedimentology and Stratigraphy. An overview of the dominant sedimentologic processes operating in both modern and ancient depositional environments. Students will learn how to examine and interpret features of sedimentary rocks and how to assess temporal or spatial patterns in sequences of sedimentary rocks. Students will then use these observations to expand their understanding of Earth history. The laboratory section of the course will include six in-lab field trips, as well as two weekend field trips. Three hours of lecture and three hours of laboratory each week.

Requisite: Geology 11. Omitted 2009-10.

40. Plate Tectonics and Continental Dynamics. An analysis of the dynamic processes that drive the physical evolution of the earth's crust and mantle. Plate tectonics, the changing configuration of the continents and oceans, and the origin and evolution of mountain belts will be studied using evidence from diverse branches of geology. Present dynamics are examined as a means to interpret the record of the past, and the rock record is examined as a key to understanding the potential range of present and future earth dynamics. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 and two additional upper-level Geology courses. Omitted 2009-10. Professor Harms.

41. Environmental and Solid Earth Geophysics. Only the surface of the earth is accessible for direct study but, as a two-dimensional surface, it represents a very incomplete picture of the geologic character of the earth. The most fundamental realms of the earth—the core and mantle—cannot themselves be observed. Even the uppermost part of the crust, where the lithosphere and hydrosphere interact to determine the quality of the environment in which we live, is hidden. Indirect signals, observed at the surface, can give us a more comprehensive understanding of earth structure—from environmental problems that lie just below the surface to the dynamics of the core/mantle boundary. We can "see" these subsurface realms using seismology, gravity, magnetism and heat flow observations. This course will bring findings from geophysics to bear on developing a picture of the earth in three dimensions. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 or 12. Omitted 2009-10. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30 or Chemistry 12 or Physics 16 or 32. Omitted 2009-10. Professor Cheney.

45. Seminar in Biogeochemistry. Through biogeochemical cycles microbes influence the chemical composition of all of our habitable environments. They are found in the most extreme environments on Earth, from the upper atmosphere to the depths of our oceans as well as in the deep subsurface of Earth's crust. In this seminar, we will examine tracers and proxies for microbial activity present in rock, sediment, soil and porewater. Environments to be studied include hydrothermal vents, deep sedimentary basins, early Earth and possible extraterrestrial habitats. We will survey the major biologically relevant elements of the periodic table (C, O, S, N, Fe, P) and examine how these elements cycle through the environment, focusing on stable isotopic tracers of biological processes. Students will gain experience with field and laboratory techniques and we will emphasize the current scientific literature in discussions. Once a week this advanced seminar will meet jointly with biogeochemistry experts across the five colleges. Three hours of class per week.

Requisite: Chemistry 11 or Geology 28 or consent of the instructor. Omitted 2009-10. Professor Martini.

77, 77D, 78, 78D. Senior Departmental Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to seniors who meet the requirements of the Departmental Honors program. Fall and spring semesters. The Staff.

97, 97H, 98, 98H. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Department Chair is required. Fall and spring semesters. The Staff.

RELATED COURSE

The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. See Environmental Studies 12.

GERMAN

Professors Brandes (Chair) and Rogowski, Associate Professor Gilpin, Senior Lecturer Schütz.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts.

The German Studies major is broadly humanistic and cross-cultural. It develops language and cultural literacy skills and provides a critical understanding of the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German literature and language while also opening up a broad range of interdisciplinary perspectives.

The major requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses. Beginning with 2010-11 three of these must be courses in German culture and literature, conducted in German. Majors are advised to broaden their knowledge of other European languages and cultures and to supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Studies are expected to enroll in at leastone German course per semester. The Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

Study Abroad. German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

Departmental Honors Program. In addition to the courses required for a rite degree in the major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

GERMAN LANGUAGE

01. Elementary German I. Our multi-media course *Fokus Deutsch* is based on videos depicting realistic stories of the lives of present day Germans as well as authentic documents and interviews with native speakers from all walks of life. The video program, as well as related Internet Webpages, will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing, and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus frequent viewing of video clips and Internet sites on *Blackboard*.

Fall semester. Senior Lecturer Schütz.

02. Elementary German II. A continuation of German 01, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work on *Blackboard*.

Requisite: German 01 or equivalent. Spring semester. Senior Lecturer Schütz.

05. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German language assistants.

Requisite: German 02 or two years of secondary-school German or equivalent. Fall semester. Professor Gilpin.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 05 or equivalent, based on departmental placement decision. Spring semester. Professor Gilpin.

12. Advanced Reading, Conversation, and Style I. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel,* essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs, work with the Internet, and listen to recordings of political and scholarly speeches, cabaret, protest songs, and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections.

Requisite: German 10 or equivalent. Fall semester. Senior Lecturer Schütz.

14. Advanced Reading, Conversation, and Style II. Focusing on one contemporary novel, we will develop strategies for analyzing texts for their literary expression, their linguistic and stylistic features, and their cultural content. Additional materials (Internet, video, CD-ROMs, etc.) on literary and cultural topics as well as articles drawn from history, sociology, psychology, and philosophy. Three class hours per week, plus one hour with German language assistants.

Requisite: German 10 or equivalent. Spring semester. Senior Lecturer Schütz.

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania,* the *Hildebrandslied,* a courtly epic and some medieval lyric poetry; the sixteenth-century Faust chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang,* including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. Fall semester. Professor Rogowski.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Spring semester. Professor Brandes.

25. Romantic Couples. Can romantic love be pure passion? Or is it subject to rules designed to express feeling? The course explores the language and representations of love around 1800, during a time of profound social and aesthetic change. We will investigate the romantic yearnings for love as a meeting of autonomous subjects, leading to the discovery and realization of the self; the ecstasy of love and erotic misery; longings for everlasting fidelity and trust; issues of speechlessness and delusions; and the social marriage contract which gave rise to a desire to harmonize erotic and Platonic love and friendship. Readings will include romantic tales and fairy tales, novels, poetry, and letters by Goethe, Friedrich Schlegel, Dorothea Schlegel, Bettina von Arnim, Tieck, Hoffmann, and Kleist; music by Schubert and Wagner; romantic painting by Friedrich, Runge, and the Nazarenes. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2009-10. Professor Brandes.

31. Berlin, Metropolis. "Willkommen, Bienvenue, Welcome!" to Berlin, Europe's youngest metropolis. Virtually exploding in the early 1900s into a creative and influential urban center, the new Berlin reacted to the political challenges of imperialism, war, revolution, and inflation with wit, sarcasm, and radical politics—the perfect proving ground for those seeking personal freedom and political change, including artists, amateurs, reformers, and revolutionaries. We will trace the beginnings and flowering of urban modernism in Berlin public life, architecture, the fine arts and theater, up to the Nazi virulent attacks on modern art and urban lifestyles as "degenerate" in 1933. Course materials focus on the changes from pre-modern to urban metropolis, including such topics as alternative ways of life in the social and cultural spaces of the city; the celebration of the exotic; new concepts of sexuality and the body; ethnicity and difference; and the ill-fated German-Jewish symbiosis. Readings and viewings include novels, films, essays, design, architecture, theater, cabaret, jazz, and montage in the arts. Conducted in German.

Requisite: German 10 or equivalent. Fall semester. Professor Brandes.

33. Comedy and Humor. The course with the shortest reading list ever—not! Contrary to popular opinion, Germans (and their Austrian and Swiss neighbors) do have a sense of humor that has produced a wide variety of both highbrow and popular forms, ranging from the absurdist skits of Karl Valentin and Liesl Karlstadt, to raunchy "Ostfriesenwitze," and to the current boom in sex and "relationship" comedies in film. We will explore broadsheets and cartoons (Wilhelm Busch, Loriot, E. O. Plauen, Uli Stein), populist theater forms such as the operetta (Strauss, Lehar) and farcical "Volkstheater," sophisticated literary comedies (Tieck, Büchner, Sternheim, Dürrenmatt), social satire in print and other media (Heine, Kraus, Tucholsky, Staudte, Irmtraud Morgner, Robert Gernhardt, Eckhard Henscheid, Luise Pusch, Elfriede Jelinek), parody pastiche in song and movies (Comedian Harmonists, Max Raabe, Bully Herbig), and political humor in cabaret from the Wilhelmine period, the Weimar Republic, inside and outside the Third Reich, communist East Germany, and the multiethnic Germany of today (Wedekind, Werner Finck, Erika Mann, Gerhart Polt, Sinasi Dikmen). Primary materials will be supplemented by theoretical readings, including Arthur Koestler, Volker Klotz, Susanne Schäfer, and—of course—Sigmund Freud. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2009-10. Professor Rogowski.

34. Post-War German Culture, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. Spring semester. Professor Brandes.

38. Modern Drama. Why is drama an art form of such tremendous importance to Germans, Austrians, and the Swiss? Few cultures can boast a similar preoccupation with, interest in, and public support of, the theater. This course examines the rich legacy of dramatic innovation and experimentation from about 1890 to the present day, ranging from the scandals surrounding Frank Wedekind's exposition of sexual hypocrisy to the iconoclastic provocations of present-day *Regietheater.* We will read and discuss selected plays by authors such as Gerhart Hauptmann, Arthur Schnitzler, Georg Kaiser, Bertolt Brecht, Marie-Luise Fleisser, Peter Weiss, Heinar Kipphardt, Friedrich Dürrenmatt, Max Frisch, Botho Strauß, Marlene Streeruwitz, Elfriede Jelinek and others. Readings will be supplemented by audiovisual materials on artists like Pina Bausch, Johann Kresnik, and Heiner Müller. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2009-10. Professor Rogowski.

40. Advanced Seminar. A course designed for the intensive study of a topic in the German literary, cultural, and historical tradition, or of a single author. The seminar is intended for German majors and other students who have solid command of the language. The course topic changes from year to year. Topic for 2007-08: Lessing and the Enlightenment in Germany. The Age of Reason was a force of modernity which led to major innovations in literature, philosophy, and art. We will focus on the works of G.E. Lessing (1729-1781), exploring the rebellion against authority of the age, ideas of tolerance and universality, new concepts for education and popular enlightenment, and social utopias in the context of an emerging middle-class culture. The seminar will conclude with a discussion of the proclaimed "end of the enlightenment" by the 20th-century Frankfurt School. Readings in Lessing, Mendelssohn, Leibniz, Kant, Sophie La Roche, Gottsched, Anna Luisa Karsch, and Nicolai; music by J.S. Bach, Haydn, and Mozart; selected art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2009-10. Professor Brandes.

COURSES OFFERED IN ENGLISH

44. Popular Cinema. From Fritz Lang's thrilling detective mysteries to Tom Tykwer's hip postmodern romp *Run Lola Run,* from Ernst Lubitsch's satirical wit to the gender-bending comedies of Katja von Garnier, this course explores the rich legacy of popular and genre films in the German-speaking countries. Topics to be covered include adventure films, comedies, and costume dramas of the silent period, including Fritz Lang's *Spiders* (1919) and Joe May's *The Indian Tomb* (1920); the musical comedies of the Weimar Republic and the "dream couple" Lilian Harvey and Willy Fritsch; Nazi movie stars and the "non-political" entertainment films of the Third Reich, such as Josef von Baky's blockbuster *Münchhausen* (1943); the resurgence of genre films in the 1950s ("Heimatfilme," romantic comedies, melodramas, etc.); the Cold War Westerns in the West (based on the novels by Karl May) and in the East (starring Gojko Mitic); the efforts to produce audience-oriented films in the politicized climate of the 1960s and 1970s; the big budget quasi-Hollywood productions by Wolfgang Petersen; and the recent spate of relationship comedies. We will discuss the work of, among others, actors and performers Karl Valentin, Heinz Rühmann, Zarah Leander, Hans Albers, Heinz Erhardt, Romy Schneider, Loriot, and Otto, and directors including Ernst Lubitsch, Fritz Lang, Joe May, Wilhelm Thiele, May Spils, Katja von Garnier, Detlev Buck, Tom Tykwer, and Doris Dörrie. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Fall semester. Professor Rogowski.

47. Weimar Cinema: The "Golden Age" of German Film. This course examines the German contribution to the emergence of film as both a distinctly modern art form and as a product of mass culture. The international success of Robert Wiene's Expressionist phantasmagoria, *The Cabinet of Dr. Caligari* (1920), heralded the beginning of a period of unparalleled artistic exploration, prior to the advent of Hitler, during which the ground was laid for many of the filmic genres familiar today: horror film (F.W. Murnau's *Nosferatu*), detective thriller (Fritz Lang's *M*), satirical comedy (Ernst Lubitsch's *The Oyster Princess*), psychological drama (G.W. Pabst's *Pandora's Box*), science fiction (Lang's *Metropolis*), social melodrama (Pabst's *The Joyless Street*), historical costume film (Lubitsch's *Passion*), political propaganda (Slatan Dudow's *Kuhle Wampe*), anti-war epic (Pabst's *Westfront 1918*), a documentary montage (Walther Ruttmann's *Berlin—Symphony of a Big City*), and the distinctly German genre of the "mountain film" (Leni Riefenstahl's *The Blue Light*). Readings, including Siegried Kracauer, Walter Benjamin, Lotte H. Eisner, Béla Balázs, and Rudolf Arnheim, will address questions of technology and modernity, gender relations after World War I, the intersection of politics and film, and the impact of German and Austrian exiles on Hollywood. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Spring semester. Professor Rogowski.

50. Rilke. The course will explore the rich legacy of one of the greatest poets of the twentieth century. We will examine Rilke's peculiar background in the German-speaking minority in Hapsburg Prague; his situation in the literary world of *fin-de-siècle* Munich; the significance of his encounter with Lou Andreas-Salomé; the intellectual experiences that shaped his outlook on life and on poetry (Nietzsche; Russia and Tolstoy; Paris and Rodin); his artistic breakthrough in the two-volume *New Poems* (1907) and the concept of the "Ding-Gedicht"; the existential crisis reflected in the modernist novel *The Notebooks of Malte Laurids Brigge* (1910); his reflections on the role of poetry in a modern world of uncertainty in texts such as *A Letter to a Young Poet* (1903); his artistic crisis of the 1910s; and the extraordinary double achievement of 1922, *The Duino Elegies* and *The Sonnets to Orpheus.* Conducted in English (no knowledge of German required), with German majors required to do a substantial portion of the reading in German.

Spring semester. Professor Rogowski

51. Joyful Apocalypse: Vienna Around 1900. Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized "fin-de-siècle" Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Rogowski.

52. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Brandes.

54. Nietzsche and Freud. Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Hermann Hesse, Musil, Schnitzler, and Expressionist poets. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Rogowski.

60. Performance. (Offered as German 60 and European Studies 60.) What is performance? What constitutes an event? How can we address a phenomenon that has disappeared the moment we apprehend it? How does memory operate in our critical perception of an event? How does a body make meaning? These are a few of the questions we will explore in this course, as we discuss critical, theoretical, and compositional approaches in a broad range of multidisciplinary performance phenomena emerging from European—primarily German—culture in the twentieth century. We will focus on issues of performativity, composition, conceptualization, dramaturgy, identity construction, representation, space, gender, and dynamism. Readings of performance theory, performance studies, gender studies, and critical/cultural studies, as well as literary, philosophical, and architectural texts will accompany close examination of performance material. Students will develop performative projects in various media (video, performance, text, online) and deliver a number of critical oral and written presentations on various aspects of the course material and their own projects. Performance material will be experienced live when possible, and in text, video, audio, digital media and online form, drawn from selected works of Dada and Surrealism, Bauhaus, German Expressionism, the Theater of the Absurd, Tanztheater, and Contemporary Theater, Performance, Dance, Opera, New Media, and Performance Art. A number of films, including *Das Cabinet des Dr. Caligari*, Oskar Schlemmer's *Das Triadische Ballett*, Fernand Léger's *Ballet Mécanique*, and Kurt Jooss' *Der Grüne Tisch*, will be also screened. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Fall semester. Professor Gilpin.

63. Traumatic Events. (Offered as German 63 and European Studies 63.) How is memory constructed and represented? How is it possible to bear witness, and what exactly is involved? Who is authorized to testify, to whom, when? Whose story is it? Is it possible to tell "the story" of a traumatic event? What are the disorders of testimony, and how and where do they emerge? This course will observe the workings of trauma (the enactment and working-through of collective and individual symptoms of trauma), memory, and witnessing in various modes of everyday life. We will examine notions of catastrophe, disaster, accident, and violence, and explore the possibilities and impossibilities of bearing witness in many forms of cultural production: in fiction, poetry, architecture, critical theory, oral and written testimonies, visual art, monuments, memorials, philosophy, science, cartoons, film, video, theater, television reportage, newspaper documentation, performance, on the Internet, and in our public and domestic spaces. We will study various representations of trauma, paying particular attention to events in Germany and Europe from the twentieth century, as well as to 9/11 and other recent international events. Material to be examined will be drawn from the work of Pina Bausch, Joseph Beuys, Christian Boltanski, Cathy Caruth, Paul Celan, Marguerite Duras, Peter Eisenman, Shoshana Felman, Florian Freund, Jochen Gerz, Geoffrey Hartman, Rebecca Horn, Marion Kant, Anselm Kiefer, Ruth Klüger, Dominick LaCapra, Claude Lanzmann, Dori Laub, Daniel Libeskind, W.G. Sebald, Art Spiegelman, Paul Virilio, Peter Weiss, Wim Wenders, Elie Wiesel, Christa Wolf, and others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Gilpin.

64. Architectures of Disappearance. (Offered as German 64 and European Studies 64.) This course will address a number of developments and transformations in contemporary urban architecture and performance from an international perspective. We will explore issues including, but not limited to, trauma, memory, absence, perception, corporeality, representation, and the senses in our examination of recent work in Germany and elsewhere, and read a number of texts from the fields of philosophy, critical theory, performance studies, and visual and architectural studies, in an attempt to understand how architecture is beginning to develop compositional systems in which to envision dynamic and responsive spaces in specific cultural contexts. We will focus our research on the work of a number of German and international architects, performance, and new media artists, including Jochen Gerz, Renata Stih and Frieder Schnock, Horst Hoheisel, Micha Ullman, Shimon Attie, Daniel Libeskind, Peter Eisenman, Rem Koolhaas, Greg Lynn, Mark Goulthorpe, R & Sie(n), Axel Kilian, Paul Privitera, Hani Rashid and Lise-Ann Couture, Herzog and de Meuron, Archigram, William Forsythe, Jan Fabre, Rachel Whiteread, Rebecca Horn, Sasha Waltz, Richard Siegal, Michael Schumacher, Robert Wilson, the Blix Brothers of Berlin, Pina Bausch, Granular Synthesis, Sponge, Rafael Lozano-Hemmer, Toni Dove, and many others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Spring semester. Professor Gilpin.

65. Making Memorials. (Offered as German 65 and European Studies 65.) This is a course about what happens to difficult memories: memories that are intensely personal, but made public, memories that belong to communities, but which become ideologically possessed by history, politics, or the media. How are memories processed into memorials? What constitutes a memorial? What gets included or excluded? How is memory performed in cultural objects, spaces, and institutions? What is the relationship between the politics of representation and memory? Who owns memory? Who is authorized to convey it? How does memory function? This course will explore the spaces in which memories are "preserved" and experienced. Our attention will focus on the transformation of private and public memories in works of architecture, performance, literature, and the visual arts primarily in Germany, Europe, and the United States. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2009-10. Professor Gilpin.

OTHER COURSES

77, 78. Senior Departmental Honors.

Fall and spring semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

Fall and spring semesters. The Department.

HISTORY

Professors Bezucha‡, Couvares‡, Dennerline, Hunt, G. Levin, Redding*, Saxton, Servos, and K. Sweeney (Chair); Associate Professors Epstein and López*; Assistant Professors Castro Alves*, Maxey, Melillo, Moss, and Ringer; Visiting Professors Gudmundson and Rausch; Visiting Assistant Professor Shapira.

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*On leave 2009-10.

‡On leave spring semester 2009-10.

History is the disciplined study of the past. Historical study entails the exploration of ruptures, shifts and continuities in society, politics, culture, and the relations between humans and the environment. Historians challenge and revise existing narratives of the past, both to comprehend the events they describe and to shed light on our own evolving needs and concerns. Historical study accomplishes many of the goals of a liberal arts education. It encourages us to think critically about the relationship between our arguments and evidence. It leads us to question the inevitability of our own ideas and assumptions. It helps us appreciate the lesson that actions often have unanticipated consequences. It invites reflection on the often hidden relationships between ideas and social institutions, and between individuals and their cultures.

Students in history courses learn how to analyze texts and documents; how to frame research questions and conduct independent inquiries; and how to organize and write historical analyses to make them engaging and persuasive. The department comprises scholars whose work and teaching connects different regions of the world and integrates multiple topics into a common disciplinary endeavor. Courses in the department seek to stimulate independent and creative thought. We encourage majors and non-majors who take our courses to construct programs of study that transcend national boundaries and group identities and that broaden their own conceptual frameworks for understanding the past and the present.

Major Program. History majors, in consultation with their advisors, design a course of study that combines a broad and meaningful distribution of historical subjects and methods with a concentration that develops analytical skills. All History majors are required to take nine courses. One of these must be History 99, taken normally in the junior or senior year, preferably after completion of two or more other history courses. Those majors who wish to write a thesis must fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their thesis.

All History majors must include as one of their courses for the major a seminar in which they write a substantial research paper that conforms to the department's "Guidelines for Research Papers," and that is guided by individual consultation with the instructor. (History 99, Proseminar in History, does not fulfill this requirement.) A student who contemplates writing a thesis in the senior year must complete the research paper by the end of the junior year. A student not intending to write a thesis may delay taking an appropriate seminar and completing the paper until the senior year. In exceptional circumstances and with the approval of the student's advisor and Department, a student may write the research paper in a seminar at another institution or for a course not designated as a seminar (with the consent of the instructor), as long as the paper conforms to the department's "Guidelines for Research Papers."

Concentration within the major. In completing their major, history students must take four courses either in the history of one geographical region (chosen from the six possibilities listed below), or in the history of a particular historical topic (for example, colonialism or nationalism), or in a comparative history of two or more regions, chosen by the student. The geographical regions are as follows:

1) the United States [US]; 2) Europe [EU]; 3) Asia [AS]; 4) Africa and the diaspora ([AF]; 5) Latin America and the Caribbean [LA]; 6) the Middle East [ME]. Each student shall designate a concentration in consultation with his or her advisor.

Breadth requirements for the major. History majors must take courses from at least three of the six geographical regions listed above. In addition, all majors must take either two courses that focus on a pre-1800 period [P] or one pre-1800 course and one course in comparative history [C].

Comprehensive Evaluation. Students writing senior theses thereby fulfill the Department's comprehensive requirement. Other majors will demonstrate before the middle of their last semester both general and special historical knowledge in essays assigned and read by an evaluating committee of Faculty, and discussed in a colloquium of seniors and Faculty members.

Departmental Honors Program. The Department recommends Latin Honors for seniors who have achieved distinction in their course work and who have completed a thesis of Honors quality. Students who are candidates for Latin Honors will normally take two courses, History 77 and History 78, in addition to the courses required of all majors. With the approval of the thesis advisor, a student may take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her thesis.

Course Levels in the Department of History. Introductory level courses assume little or no previous college or university level experience in studying history either in general or in the specific regions covered by the courses. They are appropriate both for students new to the Department's offerings and for those who wish to broaden their historical knowledge by studying a region, topic, or period that they have not previously explored. *Intermediate level* courses usually focus on a narrower region, topic, or historical period. Although most intermediate level courses have no prerequisites (see the individual course listings), they assume a more defined interest on the part of the student, and are appropriate for those who wish to enhance their understanding of the specific topic as well as their analytical and writing skills. *Seminars* (upper-level courses) usually require the student to complete an independent research paper that satisfies the "Guidelines for Research Papers." They are appropriate both for history majors as a way of fully comprehending and practicing the craft of the historian, as well as for non-history majors who wish to pursue a topic in depth.

Key for concentration and breadth requirements for the major: US (United States); **EU** (Europe); **AS** (Asia); **AF** (Africa and the diaspora); **LA** (Latin America and the Caribbean); **ME** (Middle East); $^{\mathbf{P}}$ (Pre-1800); $^{\mathbf{C}}$ (Comparative).

INTRODUCTORY COURSES

02. Europe in the Nineteenth Century: The Making of the Modern World, 1789-1914. [EU] The study of the history of Europe in the nineteenth century is vital to an understanding of the shaping of our world today. This course covers the major transformations in European politics, culture, philosophy, economy, art, and music from the French Revolution to the First World War. Topics will include: industrialization; the rise of modern nationalism and the ideologies of liberalism, conservatism, utopian socialism, Marxism, and feminism; city life and urban decadence; Victorian sexualities; racism and science; imperialism; social unrest and revolution; the rise of mass politics and culture; theories on population and the shifting roles of men and women; the invention of photography, and changes in notions of time and space. We will listen to operas; view modernist art and popular culture artifacts; and read, among other authors, Freud, Marx, Nietzsche, and Darwin. Two class meetings per week.

Fall semester. Visiting Professor Shapira.

03. Europe in the Twentieth Century. [EU] This course offers a broad survey of European history in the twentieth century. It will cover events such as World War I; the Bolshevik Revolution and the ensuing Soviet experiment; the Spanish Civil War; Nazism, World War II, and the Holocaust; the Cold War in Europe; the collapse of communism; and the Balkan Wars in the 1990s. In addition, the course will focus on the broad themes of twentieth-century European history: the confrontation between liberalism, fascism, and communism; the role of nationalism; the development of the welfare state; the decline of Europe's role in the world; the movement for European unity; and changing notions of race, class, and gender during the course of the century. Course materials will focus on primary documents, including films, memoirs, novels, political manifestos, and government and other official documents.

Limited to 60 students. Fall semester. Professor Epstein.

04. Early Modern Europe. [EU^{P}] This introductory survey covers Western, Central and Eastern Europe and the European parts of the Ottoman Empire during the period from approximately 1500 to 1800. It looks at the main political developments of the period, with special attention to court culture, rebellions and revolutions, colonial expansion and contraction, and the clash of states and empires. It examines new developments in long-distance trade, agriculture, industry, finance, warfare, media and the arts, and their impact on social life, politics and the environment. It looks at the emergent slave systems of Europe and her colonies as well as the Ottoman Empire. And it analyzes religious conflict and accommodation with respect to Catholics, Protestants, the Eastern Orthodox, Jews, Muslims and "non-believers." The course aims to uncover the political, ethnic and religious diversity of Early Modern Europe as well as to plumb the roots of present-day conflicts and controversies about the historical definition of "Europe" and "Europeans." Two class meetings per week.

Fall semester. Professor Hunt.

05. Britain and British Imperialism Since 1815. [EU] The course covers the historical transformations of the first modern, industrial nation with the largest empire in the world. We will examine the social, cultural, political, intellectual, and artistic developments in Britain and beyond since 1815. Topics will include industrialization and city life; Victorian culture, society, and sexuality; social reform; imperialism and colonial expansion; mass politics, democratization, and suffragette militancy; WW I, trench warfare and the home front; modernity and the 1920s; WW II and the Blitz; the rise of the welfare state; postwar culture and music; decolonization and post-colonial immigration; Thatcherism and New Labour, and the relationship between Britain and America. We will pay special attention to the history of marginalized people, including women, immigrants, and sexual, racial, and religious minorities. Course materials will include novels, newspaper articles, images, and films. Two class meetings per week.

Spring semester. Visiting Professor Shapira.

08. Colonial North America. [US^{P}] A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Three class meetings per week.

Omitted 2009-10. Professor K. Sweeney.

09. Nineteenth-Century America. [US] A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the growth of slavery, the dispossession of Native Americans, Civil War and Reconstruction, the rise of postwar large-scale industry, and big cities. Topics will include changing ethnic, racial, gender, and class relations, the struggles between labor and capital, and the emergence of middle-class culture. The format will include lectures and weekly discussions; readings will be drawn from both original and secondary sources. Two class meetings per week.

Spring semester. Professor Saxton.

10. Twentieth-Century America. [US] The course traces United States political, social, and cultural history from 1900 to the present. Among the topics covered are the rise of the modern corporation, class conflict and the Progressive movement; immigration, ethnic pluralism, and the rise of mass culture; the Great Depression and the New Deal; World War II, the Cold War, and McCarthyism; the civil rights, women's and environmental movements, the New Left, the New Right, and the continuing inequalities of race and class. Films and videos will regularly supplement class readings. Three class meetings per week.

Limited to 40 students. Fall semester. Professor Couvares.

11. Black Diaspora from Africa to the Haitian Revolution. (Offered as History 11 [LA^{P}/AF^{P}] and Black Studies 21 [CLA/D].) This course maps the range of black experiences in Latin America and the Caribbean from the emergence of Atlantic slave-based economies in the sixteenth century to the 1844 slave conspiracy of La Escalera in Cuba. It treats the Atlantic Ocean as a crossroads of diverse cultures and as a point of reference for understanding the condition of Africans and people of African descent. Topics of discussion will include the rise of the transatlantic slave trade, slave and free black communities, the meaning of Africa and African culture, changing ideas of freedom, and forms of black activism. We will read Alejo Carpentier's historical novel *The Kingdom of This World* (1949), slave narratives and monographic works on the British colony of Demerara (today Guyana), Mexico, Peru, Jamaica, Brazil, Haiti and Cuba. Two class meetings per week.

Omitted 2009-10. Professor Castro Alves.

12. Black Diaspora from Emancipation to the Present. (Offered as History 12 [LA/AF] and Black Studies 33 [CLA/D].) This course explores the historical roots of contemporary racial formations in Latin America and the Caribbean. It focuses particularly on the black experiences, inter-ethnic conflicts and racial solidarities in Brazil, Cuba, Jamaica, Haiti and Puerto Rico from the mid-nineteenth century to the present. Topics of discussion will include the struggles for emancipation from slavery, black notions of sovereignty, forms of black nationalism, Pan-Africanism, and political radicalism. We will examine a multiplicity of historical sources, including novels, music, film, personal testimonies, and historical monographs in order to understand the black diaspora as both an historical process and as a seedbed for various identities, racial cultures and political projects. Two class meetings per week.

Omitted 2009-10. Professor Castro Alves.

14. Struggles for Democracy in Modern Latin America, 1820 to the Present. [LA] This course will consider the historical struggle for democracy in various Latin American countries. Students will critically engage major themes and historical periods in modern Latin America. We cover the relationship between Liberalism and democracy during the 19th century; the broadening of democracy at the start of the 20th century; the rise and fall of military dictatorships in the 1960s-80s; and the current clashes between neo-Liberal economic programs and the neo-populist resurgence of the Left. Major themes that carry across these time periods include the ways broad economic and political shifts impacted individuals' lives; how each economic class experienced these shifts differently; the way race and gender have shaped peoples' experience with democratization and repression; and the personal processes of radicalization among slaves, workers, students, and peasants who rose up to demand inclusion and against repression. Discussion will draw on secondary studies, historical documents, testimonials, music, images, film, and media coverage. Two class meetings per week.

Omitted 2009-10. Professor Lopez.

15. Chinese Civilization to 1800. (Offered as History 15 [AS^P] and Asian 24 [C].) A survey of Chinese history from ancient times to the eighteenth century. We will focus on texts and artifacts to explore the classical roots and historical development of Chinese statecraft, philosophy, religion, art, and literature. Using these media for evidence, we will trace the histories of inter-state relations, imperial institutions, global commerce, and family-based society through the ancient Han empire, the great age of Buddhism, the medieval period of global trade, and the Confucian bureaucratic empires that followed the Mongol world conquest. We will also compare these histories to those of European and other civilizations, considering Chinese and non-Chinese views of the past. Readings include the *Analects of Confucius* and other Confucian and Daoist texts, Buddhist tales and early modern fiction, selections from the classic *Records of the Grand Historian (Shiji),* and Jonathan Spence's *Emperor of China: Self-portrait of Kangxi*. Two class meetings per week.

Fall semester. Professor Dennerline.

16. Modern China. (Offered as History 16 [AS] and Asian 46 [C].) A survey of Chinese history from the Manchu conquest of 1644 to the present. Beginning with the successes and failures of the imperial state as it faced global economic development, expanding European empires, and internal social change, we will study the Opium War, massive nineteenth-century religious rebellions, Republican revolution and state-building, the "New Culture" movement, Communist revolution, the anti-Japanese war, Mao's Cultural Revolution, and the problems of post-Mao reform, all with comparative reference to current events. Readings, which include a wide variety of documents such as religious and revolutionary tracts, eye-witness accounts, memoirs, and letters, are supplemented by interpretive essays and videos. Two class meetings per week.

Spring semester. Professor Dennerline.

17. Japanese History to 1700. (Offered as History 17 [AS^P] and Asian 25 [J].) This course surveys the history of the Japanese archipelago from pre-history to the early-1700s. We will examine critical themes in early Japanese history, including the rise of the Yamato court, influences from the Chinese continent and Korean peninsula, the aristocratic culture of the Heian court, the emergence of samurai rule, as well as the civil wars and cosmopolitanism of the sixteenth century.

We will conclude with the pacification of the realm under the Tokugawa shoguns in the seventeenth century and the rise of a vibrant urban culture in the early-eighteenth century. We will read eighth-century mythology, Heian court literature, chronicles of war, as well as religious and philosophical texts, asking how they refract the diverse experiences of early Japanese history. Classes will entail lectures coupled with close readings and discussion. Requirements include short response papers and topical essays. Three class meetings per week.

Fall semester. Professor Maxey.

18. Modern Japanese History from 1800 to the 2000s. (Offered as History 18 [AS] and Asian 47 [J].) This course surveys the modern history of the Japanese archipelago, from the late-Tokugawa period through the rise of the modern Meiji nation-state, colonial expansion and total war. We will conclude with the postwar economic recovery and the socio-political challenges facing the Japanese nation-state in the early-2000s. Through primary documents, fiction, and film, we will explore themes including the disestablishment of the samurai class, industrialization, imperialism, feminism, nationalism, war, democracy, and consumerism. Classes will consist of lectures along with close readings and discussions. Requirements include short response papers and topical essays. Three class meetings per week.

Spring semester. Professor Maxey.

19. Middle Eastern History: 600-1800. (Offered as History 19 [ME^P] and Asian 26 [WA].) This course surveys the history of the Middle East from the outset of the Islamic period to the beginning of the modern period. It is divided into the following segments: the formative period of Islam, the classical caliphates, the classical courts, the Mongols, and the great empires of the Ottomans and the Safavids. The course is organized chronologically and follows the making and breaking of empires and political centers; however, the focus of the course is on the intellectual, social, cultural and religious developments in these periods. Two class meetings per week.

Omitted 2009-10. Professor Ringer.

20. The Modern Middle East: 1800-Present. (Offered as History 20 [ME] and Asian 48 [WA].) This course surveys the history of the Middle East from 1800 to the present. The focus is on the political, social and intellectual trends involved in the process of modernization and reform in the Middle East. General topics include the Ottoman Empire and its "decline," the impact of European imperialism and colonialism, programs of modernization and reform, the construction of nationalism and national identities, Islamism, development and contemporary approaches to modernity. This class is writing intensive. Two class meetings per week.

Fall semester. Professor Ringer.

22. Colonial and Post-Colonial Africa. (Offered as History 22 [AF] and Black Studies 47 [A].) This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa; the broader integration of African societies into the world economy; the social, political and medical impact of imperial policies; Western popular images of Africa in the colonial period; the nationalist struggles that resulted in the independent African states; and the persistent problems faced by those post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire and the state as a source of chaos through the Second Congo War; violence, liberation and memories of childhood in late colonial Rhodesia and postcolonial Zimbabwe; the political history of economic development programs and the advent of "resource conflicts," particularly those involving diamonds. Three class meetings per week.

Omitted 2009-10. Professor Redding.

24. World War II in Global Perspective. [C] This course will explore World War II in global perspective. Historians of Europe, Japan, and the United States will join together to teach the history of the world's most destructive war. Topics include the rise of militant regimes in Germany and Japan; German and Japanese aggression in the 1930s; the attack on Pearl Harbor; famous battles of the war; the Holocaust; German and Japanese occupation practices; civilian life in the Allied and Axis countries; and the later memory of the war. The course will also address moral controversies raised by the war, including the Anglo-American firebombing of Germany and the decision to drop the atomic bomb. Texts for the course will include film, memoirs, government documents, graphic and other novels, and secondary accounts of the war. Class will consist of two lectures and one discussion section per week.

Spring semester. Professors Epstein, Maxey, and K. Sweeney.

26. Environmental Issues of the Nineteenth Century. Offered as History 26 [C] and Environmental Studies 20.) This course considers the ways that people in various parts of the world thought about and acted upon nature during the nineteenth century. We look historically at issues that continue to have relevance today, including: invasive species, deforestation, soil-nitrogen availability, water use, desertification, and air pollution. Themes include: the relationship of nineteenth-century colonialism and environmental degradation, gender and environmental change, the racial dimensions of ecological issues, and the spatial aspects of human interactions with nature. We will take at least one field trip. In addition, we will watch three films that approach nineteenth-century environmental issues from different vantage points. Two class meetings per week.

Spring semester. Professor Melillo.

27. Global Environmental History of the Twentieth Century. [C] This course examines the environmental history of the world since 1900 with a particular focus on Latin America, Sub-Saharan Africa, and China. We will use books, articles, four films, and a range of online media to illuminate the comparative and interdisciplinary possibilities of global environmental history. In addition to studying the past, we will explore how to use historical knowledge in the formulation of policy recommendations and grassroots initiatives for addressing contemporary environmental issues. Two class meetings per week.

Fall semester. Professor Melillo.

INTERMEDIATE-LEVEL COURSES

29. The Reformation Era, 1500-1660. [EUP] The course begins with writings by the great reformers (Erasmus, Luther, Calvin, and Loyola), using them as a basis for examining the relationship between religious ideas, individual temperament, and social, political, and cultural change. It then takes up the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, the rise of antisemitism, the significance of the Reformation for urban women, the social impact of the Counter-reformation, contemporaneous developments in Judaism, Eastern Orthodoxy and Islam, and the role of religious millenarianism in the German Peasants' Revolt of 1525, the English Revolution of 1640, and the Thirty Years' War. Readings include several classic interpretations of the Reformation as well as recent works in social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

Spring semester. Professor Hunt.

30. The European Enlightenment. [EU^P] This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to classical antiquity, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role played by Enlightened ideas in the French Revolution, women and non-elites in the Enlightenment, scientific racism, pornography and libertinism, orientalism, and the impact of press censorship. Readings for the course will include works by Descartes, Locke, Montesquieu, Voltaire, Rousseau, Diderot, Hume, Adam Smith, Choderlos de Laclos, Kant and others. Two class meetings per week.

Omitted 2009-10. Professor Hunt.

32. The Era of the French Revolution. [EU^P] The history of France during the thirty turbulent years separating the start of the ill-fated reign of Louis XVI in 1774 and the imperial coronation of Napoleon Bonaparte in 1804. Two class meetings per week.

Fall semester. Professor Bezucha.

34. Nazi Germany. [EU] This course will explore the history of Nazi Germany from 1933 to 1945. It will examine the emergence of Hitler and Nazism in Germany, Nazi ideology and aesthetics, Nazi racial policies, daily life in the Third *Reich,* women under Nazism, resistance to the Nazis, Nazi foreign policy and World War II, the Holocaust, and the Nuremberg War Crimes Trial. Class participants will also discuss themes that range beyond the Nazi case: How do dictatorships function? What constitutes resistance? How and why do regimes engage in mass murder? Texts will include films, diaries, memoirs, government and other official documents, and classic and recent scholarly accounts of the era. Three class meetings per week.

Limited to 60 students. Omitted 2009-10. Professor Epstein.

37. Material Culture of American Homes. (Offered as History 37 [US^P] and Art 33.) Using architecture, artifacts, visual evidence and documentary sources, the course examines social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. In addition to providing a survey of American domestic architecture, the course provides an introduction to the study of American material culture. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Connecticut, and sites in Amherst form an integral part of the course. Two class meetings per week.

Limited to 25 students. Omitted 2009-10. Professor K. Sweeney.

39. Native American Histories. [US^P] This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, artifacts, films and other sources. Two class meetings per week.

Spring semester. Professor K. Sweeney.

41. African American History from the Slave Trade to Reconstruction. (Offered as Black Studies 57 [US] and History 41 [US; or may be included in AF concentration, but not AF for distribution in the History major].) This course is a survey of the history of African American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major topics addressed: the slave trade in its moral and economic dimensions; African retentions in African American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. Priority will be given to History and Black Studies majors, and then by class year with highest priority to seniors. Omitted 2009-10. Professor Moss.

42. African American History from Reconstruction to the Present. (Offered as Black Studies 58 [US] and History 42 [US; or may be included in AF concentration, but not AF for distribution in the History major].) This course is a survey of the social, cultural, and political history of African American men and women since the 1870s. Among the major topics addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Fall semester. Professor Moss.

44. The Old South, 1607-1876. [US^P] This course will examine southern culture, politics and economic life from its origins up to the Civil War. Primary and secondary readings will cover issues including Indian slavery and the roots of African slavery, the development of a distinctive Afro-American culture, the rise of a planter aristocracy based on staple crop cultivation, and the evolution of a westward expanding backcountry acquired from Native people. The course will focus on the growth and expression of southern ideas of freedom as they played out in the Revolution, Indian removal, and the sectional crisis. Two class meetings per week.

Omitted 2009-10. Professor Saxton.

45. Women's History, America: 1607-1865. (Offered as History 45 [US^P] and Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure, and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolition and feminism, and women's participation in the Civil War. Two class meetings per week.

Omitted 2009-10. Professor Saxton.

46. Women's History, America: 1865 to Present. (Offered as History 46 [US] and Women's and Gender Studies 64.) This course begins with an examination of the experience of women from different racial, ethnic and economic backgrounds during Reconstruction. It will look at changes in family life as a result of increasing industrialization and the westward movement of settler families, and will also look at the settlers' impact on Native American women and families. Topics will include the work and familial experiences of immigrant women (including Irish, Polish, and Italian), women's reform movements (particularly suffrage, temperance, and anti-lynching), the expansion of educational opportunities, and the origins and programs of the Progressives. The course will examine the agitation for suffrage and the subsequent splits among feminists, women's experiences in the labor force, and participation in the world wars. Finally, we will look at the origins of the Second Wave and its struggles to transcend its white middle-class origins. Two class meetings per week.

Omitted 2009-10. Professor Saxton.

48. Historical Perspectives on Criminal Justice and the U.S. Economy. [US] This course will look at the development of our penal system and place it in the context of the economic and political development of the U.S. We will begin with the introduction of the penitentiary in the antebellum period at a time of extraordinary economic expansion and optimism about social institutions. After the Civil War we will look at changing ideas of criminal control as rapid industrialization in the North and large waves of immigration produced labor unrest and unprecedented urban poverty. We also explore the convict-lease system in the post-emancipation "New South" after the abandonment of hopes for Reconstruction. We will look at Progressives' creation of the juvenile justice system at the turn of the century as well as ideas linking criminality with heredity. The course will conclude by examining the current boom in prison populations and place this growth in the context of our post-industrial economy and growing economic inequality. The course will be conducted inside a correctional facility and enroll an equal number of Amherst students and residents of the facility. Permission to enroll will be granted on the basis of a questionnaire and personal interview with the instructor. Amherst students studying the philosophical and material development of the penal system within the Northampton jail in the company of incarcerated men will get the benefit of their fellow students' personal experience of that system. The setting creates the unique pedagogical opportunity to bring together the two perspectives. One class meeting per week.

Admission with consent of the instructor. Limited to 12 students. Fall semester. Professor Saxton.

49. Case Studies in American Diplomacy. (Offered as History 49 [US] and Political Science 46 [AP, IR].) This course will combine the methods of diplomatic history and political science in examining critical moments and themes in American diplomacy. Our overall aim is to better understand the evolving position of the United States in world politics as well as domestic controversies over the character of America's global role. Specifically, we will assess the combined influence of racism and ethnicity as well as of religious and secular values and class interest on American diplomacy. We shall also investigate the major domestic political, social, economic and intellectual trends and impulses, (e.g., manifest destiny, isolationism and counter-isolationism, and containment) that have shaped American diplomacy; analyze competing visions for territorial conquests and interventions as advocated by various American elites; examine the methods used to extend the nation's borders, foreign trade and international influence and leadership; and seek to understand the impact of key foreign policy involvements and controversies on the character of the Presidency, Congress and party politics. Among the topics to be considered are the Federalist/Anti-Federalist debates over the scope of constitutional constraints on foreign policy, the Monroe Doctrine, the Mexican War, the imperialist/anti-imperialist debate, the great power diplomacies of Theodore Roosevelt, Woodrow Wilson and FDR, as well as key moments of American diplomacy during the Cold War (e.g., the origins of the Cold War, the Korean War, the Cuban Missile Crisis, the Vietnam War, and the end of the Cold War. One class meeting per week.

Limited to 35 students. Fall semester. Professors G. Levin and Machala.

52. The Caribbean. (Offered as History 52 [LA] and Black Studies 61 [CLA].) A survey of the history of Cuba, the Dominican Republic, Haiti, and Puerto Rico from the fifteenth century to the present. Topics include conquest and settlement, independence and colonialism, North American intervention, twentieth-century dictators, and political and social revolution. Comparisons will be drawn among the islands and between the Caribbean zone as a whole and continental Latin America. Three class meetings per week.

Not open to first-year students. Fall semester. Visiting Professor Rausch (University of Massachusetts).

53. Popular Revolution in Modern Mexico. [LA] Few countries are as well known, yet so poorly understood, as is Mexico among North Americans. Stereotypes of illegal immigration, violence, and drug smuggling often take the place of real understanding. As a result, few North Americans appreciate their neighbor's historical struggles to achieve political stability, democracy and economic prosperity. The goals of the course are two-fold: (1) to provide students with a general overview of the course of Mexican history, focusing not only on the dominant narrative, but also on the experience of subaltern groups (including women, indigenous peoples, peasants, and those from the periphery); and (2) to grapple with the question of what social revolution looks like, how it unfolds, and to what degree it has been attained in Mexico. Discussions and secondary readings will be supplemented by original documents, testimonials, movies, images, music, and art. Two class meetings per week.

Omitted 2009-10. Professor López.

54. Environmental History of Latin America. [LA] Environmental history has taken off in exciting new directions. Lamentations about the felling of the trees have given way to larger questions that connect environmental history with social, political, and economic issues. What links exist between environmental problems (such as environmental degradation, desertification, soil salination, species extinction, biotic invasions, deforestation, and animal grazing) and human problems (such as declining subsistence, income inequality, scientific racism, regional underdevelopment, incomplete capitalist transformation, social marginalization, and political violence)? Taking environmental history seriously forces us to revise our understanding of social changes, the rise and fall of civilizations, and contemporary problems of political instability. And putting current environmental debates into historical context enables us to ask: What models of environmental activism have worked in Latin America, and which have not? Why? Can history guide us in our current efforts to develop a sustainable approach to the environment that helps the land and its fauna but does so in a way that brings greater justice and self-determination to the people who live there, while at the same time balancing the interests of the state and of investors? Discussion and secondary readings will be supplemented by original documents, testimonials, on-line materials, movies, images, and art. One meeting per week.

Omitted 2009-10. Professor López.

55. Japan as Empire, 1895-1945. (Offered as History 55 [AS] and Asian 45 [J].) As Japan pursues a permanent seat on the United Nations Security Council today, its past as a multi-ethnic empire looms large in East Asia. Japan acquired its first colonial territory following the Sino-Japanese War of 1895, and until its defeat in 1945 the acquisition and administration of a colonial empire shaped Japanese life at all levels. Post-1945 history has tended to sequester the experience of empire as an aberration that belonged only to the domain of international relations. Challenging such a view, this course asks how imperialism was intimately related to Japan's modern politics, economic development, and cultural production. We will first consider the origin and acquisition of an empire, then examine how securing and administering that empire produced its own logic for expansion. Throughout, we will ask how a colonial-empire, with its complex identity politics, shaped the Japanese experience. Course materials will include literature and film, as well as scholarship and primary documents. Two class meetings per week.

Omitted 2009-10. Professor Maxey.

56. Afro-Latin America. (Offered as History 56 [LA] and Black Studies 44 [D, CLA].) This course explores the historical experiences of Afro-Latin populations since Independence within and outside the nation-state. The course asks how and why one might study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Materials include early 20th-century racialist theorizing in Latin America; historical works using census, economic, criminal, and marriage records; analysis of race in the textual and musical representations of peoples, regions and nations; as well as autobiographical works. Two class meetings per week.

Spring semester. Visiting Professor Gudmundson (Mount Holyoke College).

57. China in the World, 1895-1919. (Offered as History 57 [AS] and Asian 49 [C].) In 1895 the emergent Japanese empire imposed a humiliating defeat on the declining Qing empire in China, began the colonization of Korea and Taiwan, and set in motion the reformist and revolutionary trends that would shape the political culture of the Chinese nation in later times. In 1919, concessions by the Chinese warlord regime in Beijing to Japan at Versailles sparked the student movement that would further radicalize the political culture and ultimately divide the nation politically between Nationalist and Communist regimes. This course focuses on the intellectual, cultural, political, and economic issues of the era in between, when, despite the weakness of the state, the creative visions and efforts of all informed people were in line with those of progressives throughout the world. We will explore these visions and efforts, with special reference to national identities, civil society, and global integration, and we will consider their fate in wartime, Cold War, and post-Cold War Asia. Two class meetings per week.

Fall semester. Professor Dennerline.

58. Religion, Society, and Politics in Greater China. (Offered as History 58 [AS] and Asian 50 [C].) This course will introduce the student to Chinese religions, but the focus is less on religious doctrine or sacred texts than on religious beliefs, related social practices, and politics in Chinese communities past and present. We will read, think, talk, and write about ancient and modern Chinese world views, the development and interactions among the main religious traditions in China over time, local cults, family rituals, spirit possession, popular culture, Christianity, Maoism, and new religions in social and political context. We will engage in theoretical and interpretive discussions about these subjects with the help of historians, anthropologists, religious scholars, and political theorists. The course title refers to "Greater China" because our subject will not be limited to the Chinese mainland but will include Chinese and culturally mixed communities in Taiwan, Southeast Asia, and the U.S. as well. Two class meetings per week.

Omitted 2009-10. Professor Dennerline.

60. Early Islam: Construction of an Historical Tradition. (Offered as History 60 [ME^P] and Asian 55 [WA].) This course examines in depth the formative period of Islam between c. 500-680. Using predominantly primary material, we will chart the emergence, success, and evolution of Islam, the Islamic community, and the Islamic polity. The focus of this course is on understanding the changing nature over time of peoples' understanding of and conception of what Islam was and what Islam implied socially, religiously, culturally and politically. We concentrate on exploring the growth of the historical tradition of Islam and its continued contestations amongst scholars today. This course will familiarize students with the events, persons, ideas, texts and historical debates concerning this period. It is not a course on the religion or beliefs of Islam, but a historical deconstruction and analysis of the period. *This class is writing intensive.* Two class meetings per week.

Admission with consent of the instructor. Not open to first-year students. Limited to 15 students. Omitted 2009-10. Professor Ringer.

61. The History of Israel. [ME] This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. Two class meetings per week.

Omitted 2009-10. Professor G. Levin.

62. Women in the Middle East. (Offered as History 62 [ME], Asian 63 [WA], and Women's and Gender Studies 62.) The course examines the major developments, themes and issues in women's history in the Middle East. The first segment of the course concerns the early Islamic period and discusses the impact of the Quran on the status of women, the development of Islamic religious traditions and Islamic law. Questions concerning the historiography of this "formative" period of Islamic history, as well as hermeneutics of the Quran will be the focus of this segment. The second segment of the course concerns the 19th- and 20th-century Middle East. We will investigate the emergence and development of the "woman question," the role of gender in the construction of Middle Eastern nationalisms, women's political participation, and the debates concerning the connections between women, gender, and religious and cultural traditions. The third segment of the course concerns the contemporary Middle East, and investigates new developments and emerging trends of women's political, social and religious activism in different countries. The course will provide a familiarity with the major primary texts concerning women and the study of women in the Middle East, as well as with the debates concerning the interpretation of texts, law, religion, and history in the shaping of women's status and concerns in the Middle East today. *This class is conducted as a seminar.* Two class meetings per week.

Limited to 20 students. Spring semester. Professor Ringer.

63. Africa Before the European Conquest. (Offered as History 63 [AF^{P}] and Black Studies 48 [A].) The African continent has been called by one historian the social laboratory of humanity. Art, trade, small-scale manufacturing, medical knowledge, religion, state systems, history and legend all flourished before the formal political take-over of the continent by European powers in the late nineteenth century and continue to have a decisive impact on African societies today. It is this varied and sometimes difficult to access history of states and cultures in the period before 1885 that this course will examine. Initially, we will investigate the notion of "tribe" and its relationship to language, political affiliation and identity. The largest segment of the course will examine historical myths and their impact on the research and construction of historical narratives on precolonial Africa while discussing four topics in depth: domestic, local slave-ownership and the impact of the slave trade; the interaction of religion and power on the rise and fall of the kingdom of Kongo and of the states along the southern border of the Sahara (the sahel); the genesis of the Zulu state in southern Africa and the creation of the legend of Tshaka; and the changing roles of women as economic, political and social actors in the period before 1885. We will also discuss some of the differences between oral historical narratives and written ones while we analyze primary documents and histories written by scholars over the past half-century to understand both the history of the people living on the continent as well as the active process of constructing that history. Two class meetings per week.

Omitted 2009-10. Professor Redding.

64. Introduction to South African History. (Offered as History 64 [AF^P] and Black Studies 49 [A].) South African history is undergoing radical shifts in the way it is being written, read and interpreted, and this course will explore established and emerging themes in the history of this intriguing country. The time period covered will span the precolonial indigenous cultures and move on to study the initiation and expansion of white settlement and its early dependence on slave labor. The course will also investigate African resistance, both in its political and cultural forms, as well as the social effects of gold-mining and migrant labor. African nationalism, including the ANC, the Black Consciousness Movement, and the United Democratic Front, will be the focus of our study of the responses to *apartheid* and the ultimate collapse of the *apartheid* state. The course will end with discussions of recent events in South Africa, particularly the Truth and Reconciliation Commission and its aftermath as well as the developing AIDS epidemic and the growing problem of crime. Two class meetings per week.

Omitted 2009-10. Professor Redding.

66. Disease and Doctors: An Introduction to the History of Western Medicine. [^{C}] Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

Omitted 2009-10. Professor Servos.

67. Turning Points in the History of Science. [EU^P] An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Spring semester. Professor Servos.

68. Science and Society in Modern America. [US] A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Fall semester. Professor Servos.

70. A World of Cities: Urban History in Global Perspective. [^{C}] This course will offer students a global introduction to the development of cities around the world. Readings will include case studies of cities in North America, Europe, Africa, Latin America, and Asia, as well as at least one field trip to a small regional city (Holyoke). The course will emphasize the movement of people, capital, and ideas among very different cities around the globe. In addition to city-specific readings, the course will explore different theoretical approaches to urban history and urban planning. It will focus on differences among cities, while also asking whether universal patterns are discernible in urban development across ages and cultures. The location of class meetings alternates yearly between Amherst College and the University of Massachusetts. Three class meetings per week

Limited to 50 students. Omitted 2009-10. Professors Couvares and Page (University of Massachusetts).

71. Experimental History. [US] This course focuses on the craft of historical writing. It asks students to consider how people write about the past and to experiment with different narrative strategies themselves. By reading, discussing, and critiquing recent works of experimental history, we will explore, for example, the boundaries between fact and fiction, and ask how historians can best make use of historical speculation, particularly when telling stories from multiple, and often conflicting, points of view. Through a wide range of historical readings, primarily though not entirely American, we will explore various authorial strategies that journalists, novelists, filmmakers, and professional historians employ to recover the past, and focus on how we might write better history ourselves. Above all, this course places an emphasis on doing. Through a series of structured writing assignments, students will experiment with different ways of writing about the past. One class meeting per week.

Limited to 20 students. Omitted 2009-10. Professor Moss.

72. The History of Childhood. [EU] This class explores the changing history of childhood in Europe. We will examine what childhood came to represent in different periods and cultures. As historical category of analysis, childhood is still emerging. We will discuss the latest scholarship on topics of child psychology; childhood as a site for state and expert intervention; popular and scientific practices of childrearing; theories of parenthood; the construction of childhood as a period of education rather than labor; children in democratic, dictatorial, and colonial regimes; juvenile delinquency; children and consumerism; children in war and ethnic conflicts, and children and human rights. We will analyze primary texts such as images, films, and autobiographies, and draw on secondary sources that examine the history of private life, gender, selfhood, the family, war, and nationalism. Two class meetings per week.

Fall semester. Visiting Professor Shapira.

73. Spain and the Pacific World, 1571-1898. [^{CP}] This course explores the historical relationship between the Spanish Empire and the peoples and environments of the Pacific Ocean region. We will begin in 1571 with the opening of Manila as a Spanish trading port and end in 1898 with the Spanish-American War. Over the course of the semester, we will discuss the trans-Pacific silver and silk trades, the function of Catholic missionaries in shaping the Pacific World, environmental exchanges between the Americas and Asia, indigenous resistance to imperialism, and the role of Pacific peoples in the development of the world economy. Two class meetings per week.

Spring semester. Professor Melillo.

SEMINARS (UPPER-LEVEL COURSES)

74. Topics in the History of Sex, Gender and the Family. (Offered as History 74 [C] and Women and Gender Studies 20.) The topic changes from year to year. One class meeting per week.

Limited to 20 students. Omitted 2009-10. Professor Hunt.

75. Seminar on Modern European History. [EU] The topic changes each time the course is taught. In fall 2009 the general focus will be on European overseas expansion and empire. During the first half of the semester we will compare and contrast the historical experience of Great Britain and France between the Seven Years War (1756-1763) and the Great War (1914-1918). Lectures and discussion of topics such as the politics of anti-slavery in London and Paris, the consolidation of British colonial rule in India, the French conquest of Algeria, and the development of settler societies in New Zealand and Australia. Attention will be given to recent trends in scholarship, as well as to the current public debate over the heritage of European colonialism and imperialism. Each student will design an individual project and write a research paper during the second half of the semester. Two class meetings per week.

Limited to 15 students. Not open to first-year students. Fall semester. Professor Bezucha.

76. Topics in European History: The Politics of Memory in Twentieth-Century Europe. [EU] This course will explore the role of historical memory in the politics of twentieth-century Europe. It will examine how evolving memories of major historical events have been articulated and exploited in the political cultures of England, France, Germany, Eastern Europe, and the Soviet Union/Russia. Topics will include the politics of memory surrounding World Wars I and II, Vichy France, the Holocaust, Soviet Stalinism, and Eastern European communism. Seminar participants will also discuss general issues concerning collective memory: why societies remember and forget historical events, how collective memories resurface, the relationship between memory and authenticity, and the pitfalls of politicizing historical memory. Finally, seminar participants will analyze different sites of memory including film, ritual, monuments, legal proceedings, and state-sponsored cults. One class meeting per week.

Limited to 15 students. Spring semester. Professor Epstein.

82. Topics in African American History: Race and Educational Opportunity in America. (Offered as History 82 [US; or may be included in AF concentration, but not AF for distribution in the major] and Black Studies 67 [US].) This seminar is an interdisciplinary exploration of the relationship between race and educational opportunity in American history. Students will gain a historical understanding of the divergent educational experiences of various groups within American society. The course is divided into four units: ethnicity and educational access in early America, education and segregation in Jim Crow America, desegregation (implementation and opposition) after *Brown v. Board of Education*, and contemporary discussions over race and access to education. In the first section of the course, students will pay special attention to trends including northern and southern resistance to African American education, education as assimilation, and vocational vs. classical education. Next, they will delve into twentieth- and twenty-first-century issues involving race and education. For example, they will examine how specific communities—northern, southern, and western—grappled with the desegregation process. Finally, students will assess the extent to which desegregation has been achieved and the transformative effects of this policy on public schools. One class meeting per week.

Limited to 20 students. Spring semester. Professor Moss.

82. Topics in African-American History: Slavery and the American Imagination. (Offered as History 82 [US; or may be included in AF concentration, but not AF for distribution in the major] and Black Studies 67 [US].) This interdisciplinary seminar explores how Americans have imagined slavery over time. Drawing from works of history, fiction, and film, this course examines depictions of the "peculiar institution" to uncover connections between America's racial past and its racial present. Specific discussion topics include the origins of American slavery; the slave narrative; the emergence of radical abolitionism and pro-slavery ideology; the invention of the South; the politics of slavery in the Civil Rights era; the "discovery" of slave society; the "Roots" of black power; agency and resistance; slavery in contemporary fiction; and slavery and autobiography. Weekly readings will span a wide array of primary sources including poetry, short essays, novels, and slave narratives. There will also be occasional film screenings. Two class meetings per week.

Limited to 20 students. Omitted 2009-10. Professor Moss. To be offered as First-Year Seminar in 2009-10.

83. The Era of the American Revolution. [US^P] This seminar, focused on the period from 1760 to 1815, examines the origins, development and more immediate consequences of the American Revolution. The course looks at the founding of the American republic as an intellectual debate, a social movement, a military conflict and a political revolution. By offering an overview of these developments and introducing the historiographic debates surrounding them, the seminar provides students with the necessary background to examine in depth a topic of interest by writing a research paper. The course will also provide instruction in writing such a research paper using the rich and readily accessible primary sources from the period. Two class meetings per week.

Not open to first-year students. Limited to 20 students. Fall semester. Professor K. Sweeney

87. Seminar on Race and Nation in the U.S.-Mexican Borderland. [LA or US] The U.S.-Mexican borderland has been the site of intense struggle and even violence over race and nation. These tensions have a long history within the region, and they have had important consequences both for the region and for the rest of Mexico and the U.S. Most studies tend to focus on either the U.S. Southwest or northern Mexico, but in this course we will attempt to unite the study of these two regions and their people. Within this land short on ecological resources, whites, Native Americans, and *mestizos* (mixed bloods) competed violently over politics, economics, and culture. We will discuss these conflicts along with the similarities and differences between U.S. and Mexican understanding of race and nation. Central themes include race, gender, violence, state and nation formation, industrialization, colonialism and imperialist expansion, popular politics, and environmental change. In addition to secondary readings, the class incorporates original documents, music, images, and visits to the archives. Two meetings per week.

Requisite: One course in either U.S. or Latin American history, Limited to 15 students. Not open to first-year students. Omitted 2009-10. Professor López.

88. Latin America and the Caribbean in the Age of Revolution. (Offered as History 88 [LA^P] and Black Studies 41 [CLA].) This seminar examines in historical perspective the complicated transition of several Latin American and Caribbean countries from colony to independent nation-states during the Age of Revolution. It focuses particularly on the role of working people in the making of modern nation-states in Brazil, Mexico, Haiti, Cuba, and the Andean region (Peru, Colombia, Bolivia and Ecuador). How did the subaltern classes view the colonial order? What are the causes of popular protest? Is there such a thing as popular nationalism? What is the meaning of postcolonialism in Latin America? Overall, the seminar's objectives are threefold: to make students more familiar with the historical development of Latin America and the Caribbean during the eighteenth and nineteenth centuries; to introduce the themes and issues in the current historiography of anti-colonialism and postcolonialism; and finally, to guide students to write their own research papers. In the first two weeks, readings will include theoretical texts on nationalism, state formation, and popular discontent. In the remaining weeks, we will read historical studies, documents and literary texts, which discuss various aspects of popular political activism from 1789 to 1850. One class meeting per week.

Limited to 15 students. Omitted 2009-10. Professor Castro Alves.

89. Black Marxism. (Offered as History 89 [^{C}] and Black Studies 51 [CLA/D].) The seminar traces in historical perspective the relationship between Black radicalism and Marxist thought. Since the late nineteenth century, Black diasporic intellectuals have found in Western Marxism, particularly its internationalist discourse, theory of class formation, and historical materialist analysis, the recipes for critical inquiry and radical politics. Their engagement with Marxism and socialist theory, however, has not precluded tensions and new theoretical resolutions. Black intellectuals from various generations have questioned "classical" Marxism's economic reductionism, simplistic understanding of peasant politics, and dismissal of political struggles outside metropolitan regions. For writers such as W.E.B. Du Bois, Richard Wright, Frantz Fanon, and C.L.R. James, Western Marxism has failed to account for the racial character of capitalism or to provide a historical narrative of blacks' emancipatory politics. Students will acquire a basic knowledge of Marxist theory, and a historical understanding of Black Marxism by analyzing the works from two generations of intellectuals: the modernist and Pan-Africanist generation (Du Bois, Wright, James, Oliver Cromwell Cox, and Eric Williams), and the New Left generation (Frantz Fanon, Amiri Baraka, Amilcar Cabral, Walter Rodney, Stuart Hall, Angela Davis, and Ngugi wa Thiong'o). One class meeting per week.

Limited to 15 students. Omitted 2009-10. Professor Castro Alves.

90. The History and Memory of the Asia-Pacific War. (Offered as History 90 [AS] and Asian 62 [J].) The varied names given to the fifteen years of war conducted by Japan—the Pacific War, the Great East Asian War, the Fifteen-Year War, World War II, and the Asian-Pacific War—suggest a number of conflicting perspectives arise from that war. How has the experience of a fifteen-year war during the 1930s and 1940s shaped memory and history in Japan, East Asia, and the United States? This seminar begins with this broad question and pursues related questions: How are the memory and history of war intertwined in both national and international politics? What forms of memory have been included and excluded from dominant historical narratives and commemorative devices? How does critical historiography intersect with the politics and passions of memory? We will use oral histories, primary documents, film, and scholarship to guide our thoughts and discussions. We will begin with a history of Japan's Fifteen-Year War and move on to prominent debates concerning the history and memory of that war. A reading response journal, short response papers, and a research paper will be required. Students will also serve as discussion initiators. One class meeting per week.

Limited to 15 students. Not open to first-year students. Omitted 2009-10. Professor Maxey.

91. Commodities, Nature and Society. [C] Participants in this seminar will explore the environmental and social histories of nine commodities: sugar, silver, silk, coffee, tobacco, sneakers, microchips, units of bandwidth, and the human body. Each of these commodities represents a complex array of linkages among producers, consumers, and intermediaries over time and space. Readings draw upon the disciplines of history, ecology, anthropology, and geography to place these commodities in their social, environmental, and spatial contexts. One of our aims is to understand the changing roles of natural systems and the divisions of labor that underlie the long-term processes of globalization. One class meeting per week.

Limited to 15 students. Fall semester. Professor Melillo.

92. Riot and Rebellion in Colonial and Post-Colonial Africa. (Offered as History 92 [AF] and Black Studies 50 [A].) There were numerous rebellions against the colonial state during the period of European colonial rule, and violent resistance to state authority has continued to characterize political life in many post-colonial African states. This seminar will examine the development of several outbreaks of violence in Africa in the colonial and post-colonial periods. We will look at the economic, social, religious, and political roots of these disturbances, and we will discuss the problems historians face in trying to narrate and analyze these often chaotic events. The events studied will include the Maji-maji rebellion in German-controlled Tanganyika; the first (1896-1897) and second (1960-1980) Chimurengas (revolts) in southern Rhodesia/Zimbabwe; Hutu extremism and the 1994 genocide in Rwanda; the widespread revolt in the 1980s and 1990s in South Africa against the white-supremacist apartheid regime; and the rebel movements led by Alice Lakwena and then Joseph Kony in northern Uganda beginning in the late 1980s. We will also discuss the legends and rumors that often develop both before and after violent revolts and their role in the creation of historical narratives. Students will each write a 20-page research paper on an individually chosen topic. One class meeting per week.

Admission with consent of the instructor. Limited to 20 students. Not open to first-year students. Omitted 2009-10. Professor Redding.

93. Seminar on Middle Eastern History: Modern Turkey—Modern Iran: From Authoritarian Modernization to Islamic Resistance. (Offered as History 93 [ME] and Asian 64 [WA].) In the early twentieth century Turkey and Iran seemed to be on similar trajectories towards modernization. Turkey and Iran today, however, evidence very different societies, political systems, and relationships to religion and the West. This course will examine the programs of the authoritarian modernizers of the twentieth century in historical context and seek to illuminate the basis of their very different political, cultural and social legacies. Why does Turkey follow a secularism that is intolerant of sartorial freedoms and cultural and religious minorities? Why, in such a secular state, is

Turkey experiencing a rise of Islamist movements? Conversely, why does Iran follow an Islamic government that is likewise intolerant of sartorial freedoms and religious minorities? Both claim to be democratic; how and why are these claims validated? What are the roots of their visions of the modern world and where are these societies headed? One class meeting per week.

Preference given to students who have taken at least one course regarding the Middle East. Limited to 20 students. Not open to first-year students. Fall semester. Professor Ringer.

94. Middle Eastern Court Culture. (Offered as History 94 [ME] and Asian 65 [WA].) Middle Eastern court culture—the culture of the royal courts of both pre-Islamic and Islamic kings and royalty—has long been esteemed as an inspiration of visual arts, heroic epics, and poetry. Court culture is also widespread, forming an important shared element in Persian, Arab and Turkish dynasties throughout the centuries. What has been insufficiently appreciated, however, is court culture's rich contribution to political theory, ethics and the role of women in society. This seminar will illuminate these contributions from the pre-Islamic, classical and early modern Middle Eastern court cultures, using both visual arts and texts. The emphasis will be on exploring both their complementarities and tensions with "Islamic" culture as together they form the principle pillars of arts, ethics and political theory in the Middle East. One class meeting per week.

Admission with consent of the instructor. Limited to 15 students. Not open to first-year students. Omitted 2009-10. Professor Ringer.

95. An Introduction to Military History: War in the Modern World. [^{C}] This seminar will introduce students to the study of military history by examining topics ranging from 1500 to the present. While the focus will be on Europe and America, the seminar will also look comparatively at the impact of gunpowder during the early modern era, nineteenth-century imperial wars, global warfare in the twentieth century and wars of national liberation. Among the topics to be considered are the Western Way of War, the Military Revolution, an American Way of War, the modernity of the American Civil War, the strategic impact of airpower, and modern guerilla warfare and counterinsurgency. Reading assignments will be generous. In addition to two book reviews, participants will write a twenty-page research paper and report orally on their projects. One meeting a week.

Admission with consent of the instructor. Limited to 20 students. Not open to first-year students. Omitted 2009-10. Professor K. Sweeney.

96. Madness to Prozac: The Sciences of the Self in the Modern Era. [EU] This seminar will explore the emergence of sciences of the self in the West from the late eighteenth century to the twenty-first century. We will concentrate especially on psychiatry and psychology and how they have shaped and remade modern selves. Using interdisciplinary scholarship from history, critical theory, sociology, and psychology, we will examine the following topics: the birth of modern psychiatry and psychology; theories of madness; the rise of the asylum; colonial psychiatry; sexology; the medicalization of gender and ethnic difference; the emergence of neurosis and trauma; psychoanalysis and talking cure; hysteria; shell shock and post-traumatic stress disorder; human sciences and the welfare state, and the rise of the "Prozac Nation." One class meeting per week.

Limited to 15 students. Not open to first-year students. Spring semester. Visiting Professor Shapira.

77, 77D, 78, 78D. Senior Departmental Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to juniors and seniors. Fall and spring semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course.

Fall and spring semesters.

99. Proseminar in History: Writing the Past. This course offers an opportunity for history majors to reflect upon the practice of history. How do we claim to know anything about the past at all? How do historians construct the stories they tell about the past from the fragmentary remnants of former times? What is the connection of historians' work to public memory? How do we judge the truth and value of these stories and memories? The course explores questions such as these through readings and case studies drawn from a variety of places and times. Two class meetings a week. *Required of all history majors.*

Not open to first-year students. Fall semester: Professor Epstein. Spring semester: Professor Servos.

RELATED COURSES

The American Dream. [US] See American Studies 11.

Religion, Democracy and American Culture. [US] See American Studies 12.

Research Methods in American Culture. [US] See American Studies 68.

Post-Cold War American Diplomatic History. [US] See Colloquium 18.

American Diplomacy in the Middle East. [US or ME] See Colloquium 19.

Economic History of the United States, 1600-1860. [US^P] See Economics 28.

Economic History of the United States, 1865-1965. [US] See Economics 29.

Law and Historical Trauma. [^{C}] See Law, Jurisprudence and Social Thought 38.

Cuba: The Politics of Extremism. [LA] See Political Science 48.

Religion in the United States. [US] See Religion 19.

History of Christianity—The Early Years. [EU^P] See Religion 45.

KENAN COLLOQUIUM

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

24. Giving. The course offers students who have worked as interns or volunteers an interdisciplinary framework within which to think together about what it means to give. We will explore philanthropy's diverse forms over time and across cultures; its philosophical underpinnings; its complex interrelationships with modern notions of charity, advocacy, and democracy; and its often paradoxical effects on social relations and public policy. The first half of the course considers what it means to foster a "love of humanity," to offer and receive "the kindness of strangers," to practice charity as a civic or religious obligation, as a status building stratagem or, simply, to help. We will look at how these diverse philanthropic expectations are laid out in various religious traditions, as well as in written works by Sophocles, Shakespeare, Alexis de Tocqueville, George Eliot, Marcel Mauss, Jane Addams, Ama Ata Aidoo, and Michael Ignatieff, and in images created by selected artists and filmmakers. The second half of the course examines case studies and literary representations of philanthropic efforts and outcomes in a variety of social situations, from the perspectives of donors and recipients; board members and volunteers; advocacy groups, policy makers, and non-governmental organizations.

Not open to first-year students. Priority will be given to students who have recent experience working as volunteers or interns. Limited to 20 students. This course may be used for credit towards the major in English and Black Studies. Fall semester. Professor Cobham-Sander and Ms. Mead, Director of the Center for Community Engagement.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the Committee on Academic Standing and Special Majors, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 388. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counseling in Latin American Studies: Professor Cobham-Sander of the English and Black Studies Departments, Professor López of the History Department, Professor Castro Alves of the History and Black Studies Departments, Professor Basler of the Sociology Department, and Professors Maraniss and Stavans of the Spanish Department.

Individual courses related to the Latin American area which are offered at the College include: History 11, 12, 14, 52, 53, 54, 56, 87, and 88; Political Science 73 and 89; Spanish 17, 21, 26, 31, 35, 80, 81, 83, 87, 91, 92, 93, and 94.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Douglas (Chair), and Sarat; Associate Professors Umphrey and Hussain*; Assistant Professor Sitze; Senior Lecturer Delaney; Visiting Lecturer MacAdam.

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*On leave 2009-10.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices. In addition, the curriculum of LJST is designed to foster the development of a substantive focus for student interests in the study of law and skills in analysis, research, and writing as well as capacity for independent work.

Major Program. A major in Law, Jurisprudence and Social Thought consists of a minimum of eleven courses. Students wishing to major in LJST must complete LJST 01 (The Social Organization of Law) and LJST 10 (Legal Theory) by the end of their sophomore year and before declaring their major. In addition, LJST majors must take two seminars during their junior year, one of which will be an Analytic Seminar and one of which will be a Research Seminar. Analytic Seminars emphasize close analysis of text, practice, or image, and frequent writing; Research Seminars require students to complete substantial, independent projects. Study abroad or other contingencies may require alterations of the timing of these requirements in individual cases. All LJST majors must take LJST 77 and 78 in their senior year in order to complete an independent research and writing project. Each student shall submit a description of his/her proposed independent project by the start of the first semester of their senior year. That description shall designate an area of inquiry or topic to be covered, a bibliography of sources relevant to the project, and a research plan.

Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture). Majors are encouraged to take courses in each of these areas.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a LJST major. In no case, may those courses be used to satisfy the Analytic or Research Seminar requirements.

Senior Independent Project. Students should begin a suitable project during the second semester of their junior year and must submit a proposal in advance of the first week of classes for Departmental evaluation. The proposal consists of a description of an area of inquiry or topic to be covered, a list of courses that provide necessary background for the work to be undertaken, and a bibliography. A first draft of the results of the independent work will be submitted before the start of the second semester. The final draft will be submitted in April and read and evaluated by a committee of readers.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in their course work, whose independent projects are judged to be of honors quality, and who have a college-wide grade average of B+ or above.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

01. The Social Organization of Law. (Offered as LJST 01 and Political Science 18 [LP].) Law in the United State is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar way the American legal system deals with human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatments of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict inquiries on others defined in legal terms? Here we will examine cases on self defense and capital punishment. throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

Limited to 100 students. Fall semester. Professor Sarat.

03. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

Limited to 50 students. Spring semester. Professor Douglas.

05. Race, Place, and the Law. (Offered as LJST 05 and Black Studies 71 [US].) Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

Fall semester. Senior Lecturer Delaney.

06. Apartheid. The goal of this course will be to understand some of the problems posed for legal studies in the humanities by the emergence of the system of administrative and constitutional law known as apartheid. This system, which was designed to institute "separate development for separate peoples" in South Africa, is widely and rightly regarded to be among the most inhuman régimes of the 20th century. Yet even and especially today, more than a decade after its formal end in South Africa, apartheid's social, economic, and epistemic conditions of possibility, as well as the place and function of lawyers, legal discourse, and legal scholars in the resistance to it, remains at best vaguely understood.

This course is designed to remedy this gap. Our inquiry will be at once specific and general. Under what economic and political conditions did apartheid come into being? What legal traditions and practices authorized its codification? What academic disciplines and intellectual formations rendered it intelligible and enabled its theorization? What specific arrangement of juridical institutions, practices, and theories together comprised the apartheid state? What was the place and function of law in the critique of and resistance to apartheid? What new and specific problems did apartheid pose for legal theory?

Limited to 40 students. Fall semester. Professor Sitze.

07. The Trial. If media coverage is any evidence, it is clear that legal trials capture, and have always captured, the imagination of America. Trials engage us affectively and politically by dramatizing difficult moral and social predicaments and by offering a public forum for debate and judgment. They also "perform" law in highly stylized ways that affect our sense of what law is and does. This course will explore the trial from a number of different angles: as an idea, as a legal practice, and as a modern cultural phenomenon. What does it mean to undergo a "trial"? How do various historical trial forms—trial by ordeal or by oath, for example—compare with our contemporary adversarial form? What cultural and legal trajectories have trials followed in U.S. history? What narrative and structuring roles do trials play in literature and film? How do popular renderings of trials in imaginative texts and the media compare with actual trial practice, and perhaps encourage us to sit in judgment on law itself? In what ways do well-known trials help us to tell a story about what America is, and what kind of story is it?

Limited to 50 students. Omitted 2009-10. Professor Umphrey.

09. Utopia/Dystopia and the Law. Law has long been as central to the literary genre of utopian/dystopian writing as this genre has been to the legal imagination. Indeed, most schools of legal thought aim in some way at the optimization of human beings' social existence; conversely, utopian narratives consistently portray different juridical systems which are productive of the highest forms of peace, prosperity, morality and beauty, while dystopian texts complimentarily explore (often very similar) systems as leading to various sorts of totalitarianism, madness and disaster. In studying a range of literary texts and works of legal and critical theory, this course will purse multiple lines of inquiry: Why should law and utopian/dystopian literature share this mutual affinity, and where does each discourse enrich or hamper the other? How do the inner complexities of these discourses condition that affinity? Where (despite this affinity) do we find legal and utopian discourse at odds, and why? (e.g., Why do we so often receive the impression that legal and political scholars reject utopian thinking as an impractical dream or, worse, a recipe for dystopia?) How does history condition our answers to all these questions, as well as to the question of why our own era seems to prefer dystopian narrative to its utopian counterpart?

Limited to 50 students. Fall semester. Visiting Lecturer MacAdam.

10. Introduction to Legal Theory. This course provides an introduction to the primary texts and central problems of modern legal theory. Through close study of the field's founding and pivotal works, we will weigh and consider various ways to think about questions that every study, practice, and institution of law eventually encounters. These questions concern law's very nature or essence; its relations to knowledge, morality, religion, and the passions; the status of its language and interpretations; its relation to force and the threat of force; and its place and function in the preservation and transformation of political, social and economic order.

Limited to 40 students. Spring semester. Professor Sitze.

11. Law, Violence and Forgiveness. In this course, we will approach the problem of forgiveness from a very specific angle. Our most general question will be how, if at all, forgiveness is related to the specifically legal powers of amnesty, equity, and pardon. In the first two thirds of this course, we will take up this question by exploring a series of dramatic, philosophical, and jurisprudential texts that together constitute what might be called the "genealogy of forgiveness." In the last third of the course, we will bring our genealogical understanding of forgiveness to bear on its contemporary use and, perhaps, abuse. We will seek to understand how amnesty, equity, pardon, and forgiveness have been used in situations where law finds itself obliged to respond to three forms of exceptional violence, namely, civil war, genocide, and apartheid.

Omitted 2009-10. Professor Sitze.

12. Psychoanalysis and Law. This course will provide an introduction to psychoanalysis as a comprehensive theory of law. Although psychoanalysis has not traditionally been considered an integral part of the discipline of legal theory, its insights into the origin and structure of law are at once intriguing and troubling, and its response to the basic question of jurisprudence—"what is law?"—permits us to refer with clarity and precision to an experience of law about which we would otherwise have to remain silent. Freud teaches that law is an institution that at once emerges from and recoils upon our most quotidian and intimate experiences—love and aggression, sublimation and art, language and fantasy, perversion and wit, jealousy and forgetfulness, conscience and paranoia, desire and transgression, gender and sexuality, anxiety and infancy—and he gives us a set of interpretive terms and techniques that help us grasp this teaching. Our inquiry into the psychoanalytic study of the law will be divided into two parts. After studying the account of law offered by Freudian psychoanalysis, we will explore the way that various scholars have both applied and critiqued psychoanalytic concepts in their understanding of law. In addition to reading Sophocles' *Oedipus Rex* and *Antigone,* Freud's *Totem and Taboo* and *Civilization and Its Discontents,* and Lacan's *Seminar VII: The Ethics of Psychoanalysis,* we will also read works by such thinkers as Jerome Frank, David Garland, Pierre Legendre, Drucilla Cornell, Patricia Williams and Judith Butler.

Limited to 40 students. Fall semester. Professor Sitze.

14. What's So Great About (In)Equality? In our world, commitment to "equality" in one sense/form or another is nearly uncontested. At the same time, the form that it should take, its normative ground, scope, limits and conditions, the ways in which it may be realized, and much else are deeply contested. It is also the case that the world in which we live is characterized by profound, enduring and intensifying inequalities and numerous exceptions to the principle. These may be justified with reference to various countervailing commitments that are accorded ethical or practical priority (desert, liberty, efficiency, political stability, ecological integrity, pluralism, etc.). This suggests that while for many "equality" may be normatively compelling, its realization may be subordinated to any number of interests and desires; or, to put it bluntly, there may be such a condition as *too much* equality or *not enough* inequality, privilege and "disadvantage." This course treats these themes as they have arisen in distinctively legal contexts, projects and arguments. It will engage a range of debates within political philosophy and legal theory as to the appropriate limits of equality. While many forms and expressions of inequality have fallen into relative disfavor, some seem virtually immune to significant amelioration. Among these are those associated with social-economic class. Following general investigations of egalitarianism and anti-egalitarianism in social thought and legal history, we will devote closer attention to the legal dimensions of class inequality in contexts such as labor law, welfare and poverty law, education and criminal justice. We will conclude with an examination of the limits of legal egalitarianism vis-à-vis international class-based inequalities under conditions of globalization and cosmopolitan humanitarianism.

Limited to 40 students. Spring semester. Senior Lecturer Delaney.

20. Murder. Murder is the most serious offense against the legal order and is subject to its most punitive responses. It establishes the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and compares murder with other killings that law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the prevalence of murder in American life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arouse? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as Macbeth, Poe's "The Murders on the Rue Morgue," Capote's *In Cold Blood*, and Arendt's *Eichmann in Jerusalem*, and such films as Hitchcock's *The Rope, Thelma and Louise, Silence of the Lambs,* and *Menace to Society.* Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder

Limited to 100 students. Spring semester. Professor Sarat.

21. The State and the Accused. This course will examine the unusual and often perplexing means by which the law makes judgments about guilt and innocence. Our inquiry will be framed by the following questions: What gives a court the authority to pass judgment on a person accused of criminal wrongdoing, and what defines the limits of this authority? What ends does the law seek to pursue in bringing an accused to justice? What "process" is due the accused such that the procedures designed to adjudicate guilt are deemed fair? How do these standards differ as we travel from adversarial systems of justice (such as the Anglo-American) to inquisitional systems (e.g., France or Germany)? Finally, how has the process of rapid globalization changed the relationship between the state and the accused and, with it, the idea of criminal justice itself? In answering these questions, our investigations will be broadly comparative, as we consider adversarial, inquisitional, and transnational institutions of criminal justice. We will also closely attend to the differences between law's response to "common" criminals and extraordinary criminals, such as heads of state, armed combatants, and terrorists.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Spring semester. Professor Douglas.

24. Law and Social Relations: Persons, Identities and Groups. One of the foundational analytics governing law's relationship to identity and personhood is the grand trope of public and private. As an historical matter, the public/private divide has demarcated the boundary of law's authority: under a liberal theory of government, law may regulate relations in the public sphere but must leave the private realm in the control of individuals. The stakes associated with this line of demarcation are extremely high: those problems of identity and relation that are considered "public" are problems visible to law and subject to law's authority; those that are considered private remain below the horizon of law's gaze. Yet definitions of the public and the private are notoriously slippery and inexact, and their contours are inexorably on a train as an African-American, or a license to practice law as a white woman, was to experience a kind of discrimination that the law would refuse to see. In the twentieth century we no longer experience such officially-sanctioned harms but remain conflicted about the extent to which law should address other, more "private" interactions: verbal bigotry, family relations, sex.

This course will trace and explore the modes by which the public/private divide constitutes identities in law by examining the ways law defines the public, and does or does not regulate ostensibly "private" harms. Using both legal and non-legal texts we will map a history of social relations, particularly as they implicated deeply held assumptions about racialized, gendered, and sexualized bodies, and explore the shifting boundary between public and private as it has emerged in public debates over the meaning of equality, privacy, and free speech. To what extent does law's authority remain constituted upon the public/private divide? To what extent are we now witnessing the redefinition, even the virtual elimination, of the private? And with what consequences for our social relations?

Requisite: LJST 10 or consent of the instructor. Limited to 30 students Omitted 2009-10. Professor Umphrey.

26. Critical Legal Geographies. The spatiality of social life is a fundamental element of human existence, not least through its involvement with power of various sorts. Spatiality is also a significant—and problematic—dimension of law (think of sovereignty, jurisdiction, citizenship). At the same time, law is a significant force through which spatiality is produced, reinforced, contested and transformed. Law literally constitutes social spaces through constitutions, treaties, statutes, contracts, modes of surveillance and policing, and so on. As it does so, it constitutes itself as a force in the world. Law may also be an arena in which other social-spatial conflicts are played out and, provisionally, resolved. The course will consider both the changing spatiality of law (its scope, scale, limits; its vectors and circuits) and the changing legal constitution of other social spaces. This will be done through an engagement with contemporary socio-spatial and legal theories and through a survey of exemplary events and situations. Among the more specific topics we will consider are privacy and property; public space of speech and dissent; migration, displacement and sanctuary; colonialism and occupation. The contexts of our study will not be limited to/by American law but will include examples involving international law, forms of legal pluralism, and other legal-cultural contexts. The course will conclude with an investigation of globalization and the emergence of cyberspace and their posited effects on the very possibility of law as we have come to understand and experience it.

Requisite: LJST 10 or consent of the instructor. Limited to 30 students. Spring semester. Senior Lecturer Delaney.

27. Law's Madness. We imagine law to be a system of reason that governs and pacifies a disorderly world. Indeed law derives much of its legitimacy from its relation to reason: it uses reason to justify the imposition of state violence even as it limits its own power, punishing only acts done by reasoning human beings. Any "mistakes" or "disruptions" are understood as unfortunate departures from an ideal rational system. And yet what if one were to reimagine law as constituted as much by its irrationalities as its rationality? To ask that question is to enter the language of psychoanalysis, and the theories proposed by Sigmund Freud to explain human irrationalities. This course, following Freud, theorizes law as emerging out of and actively engaging in repressions of fundamental drives or desires—both its own and those of the legal subjects who come before it. We will map some of the ways in which law understands legal subjectivity in relation to the capacity to reason, and draw upon Freud to put the idea of the "reasonable self" under some pressure. We will also consider the ways in which law's authority may be conjured as an expression of the (sometimes violent) authority of the judge-father, and the limits of that authority as Freud understood them. Finally, we will speculate on the ways in which we make law an object of our own desire, which themselves depend upon the repression of law's violence.

Requisite: LJST 10 or consent of the instructor. Limited to 30 students. Omitted 2009-10. Professor Umphrey.

29. Natural Law. What is meant by "Natural Law"? This course will explore this strange legal category from the medieval period through the present day. What connection did (or does) natural law have to the will of a God or other deity? And yet how has it become something separate from "divine law"? What is "natural" about natural law, and does this quality make it somehow more primitive than, or prior to, or better than, positive (government-made) law? In modern secular societies, what are the post-religious understandings of the natural law idea, which is still thought by some to encompass our intuitions about justice or to frame our conceptions of positive law? In exploring the history and present state of this order of law which, in different moments, seems both to found positive law and to go beyond it, we will also ask: how easily does natural law coexist with positive law? If they conflict, which are we bound to follow? Does natural law jurisprudence have any role to play in actual legal proceedings? Can it govern conduct between governments? Can natural law be a justification for disobedience to the laws of governments, or even for revolution?

Requisite: LJST 10 or consent of the instructor. Spring semester. Visiting Lecturer MacAdam.

30. Law, Speech, and the Politics of Freedom. In the United States, the idea of free speech is held to be both a political and moral ideal. The First Amendment makes freedom of speech a centerpiece of liberal democratic values and processes, and thus of American identity itself. But what, precisely, do we mean when we link the ideas of freedom and speech? What kinds of speech, and what kinds of freedom, are implicated in that linkage? Correlatively, what does it mean to "censor"? Drawing upon political philosophy, literary theory, court cases, imaginative writing, and examples from contemporary culture, this course will explore the multiple meanings of "free speech," their legal regulation, and their deployment in American public culture. Why should we value "free" speech? Who do we imagine to be the speaker whose speech is or ought to be free: the man on the soapbox? The political protester? The media conglomerate? The anonymous chat-room inhabitant? What does it mean to say that various kinds of speech may be dangerous, and under what conditions it might be conceivable to shut down or regulate dangerous speech, or conversely to promote "politically correct" speech in either formal or informal ways? How do speech forms (for example, parody, poetry, or reportage) differ, and should some garner more legal protection than others? Can silence be considered a kind of speech?

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Fall semester. Professor Umphrey.

31. Social Movements and Social Change. This course examines social movements (and related phenomena) as integral elements of legal orders and as significant sources of legal transformations. Through interdisciplinary, cross-cultural, and historical analyses, the course will explore the ways in which non-state actors engage formal legal institutions to shape or reform law, in order to affect the conditions of social life. Of particular interest are not merely desired changes in laws but resultant changes in the culture of law more broadly. The course will draw on a wide range of movements (historical and contemporary; "progressive" and conservative; broad-based and narrowly focused; American and non-American; local, national and global; North and South, activist and bureaucratic from "below" and from "within"; etc.) and study two or three in closer detail. The over-arching objective is to achieve a richer understanding of both the inner workings of "the law" and the dynamic life of law outside of formal institutions.

Requisite: LJST 01 or consent of the instructor. Omitted 2009-10. Senior Lecturer Delaney.

32. Silence and Justice. What is the role of silence in matters of justice? When considered in the verbally and textually based contexts of legal processes, silence seems an odd phenomenon on which to focus, and yet the silences of the court and its various actors form a crucial aspect of legal proceedings and their legacies; in larger and more general contexts, silence—as a marker for what is absent, what is not said, what cannot be said, etc.—conditions some of our most important instincts about the justness of human conduct. Is silence a force for justice or against it, or does it exist in some other relation to justice? If the answer to this question changes with context, then what sort of concept is silence? How do deliberate, voluntary, coerced, unintentional, or emergent silences differ on practical and moral levels? In this course, we will examine answers to these questions in case law, legal theory, and critical perspectives drawn from philosophy, literature and political science.

Spring semester. Visiting Lecturer MacAdam.

33. The Social Contract: Rhetoric and Founding Law. This course investigates seminal writings belonging to the "social contract" tradition—a branch of political theory which describes the formation of political communities through mutual consent—firstly in the English seventeenth century, where the tradition's modern roots are to be found, and secondly in the present era, where interest in this mode of thought has had a revival of sorts over the past 35 years. Much ink has been spilled during those years over the many apparent practical problems of contract theories as aids or means to just government, and we will attempt, over the course of the semester, to address these familiar problems in new ways. The particular approach to these writings which the course seeks to interrogate and develop will be chiefly concerned with their *textuality*, i.e., the way in which these writings *as* writings, communicate what they do: such an approach will give great attention to vocabulary, practices of quotation, the situation of the author(s) and his/her/their audience, considerations of genre and the division of knowledge, and "performative" language (language which acts in some way in addition to or instead of, communication)—any of these approaches may cast light on, augment or even sabotage the social contract project, which has for so long been a staple idea of liberal political thought. Our ultimate goal will be to evaluate this mode of reading as a useful tool for making progress in contract theory, and to use this tool to generate fresh thinking on some very old political problems.

Not open to first-year students. Fall semester. Visiting Lecturer MacAdam.

34. Law, Crime and Culture. Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries that include or exclude certain kinds of behavior or types of individuals from the social polity, and through direct physical violence and the containment of bodies. Focusing mainly but not exclusively on the United States, this course will explore, both historically and theoretically, the ways in which crime and criminality have been imagined, enacted, and punished. Drawing heavily on the work of Michel Foucault, we will explore the historical changes, continuities and contradictions visible in various imaginings of the relationship between the state, the criminal, and the public. We will consider the significance of shifting modes of punishment, from a spectacle of pain to incarceration behind the high walls of the penitentiary. We will also examine various theories of criminality and inquire into their cultural assumptions and consequences as they have gained and lost legitimacy over time. Whom do we hold legally or morally responsible for criminal acts? Can criminal activity be explained as product of vice, or an imperfect body, or the social environment? How does popular culture encode various representations of criminality?

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2009-10. Professor Umphrey.

35. Law's Nature: Humans, the Environment and the Predicament of Law. "Nature" is at once among the most basic of concepts and among the most ambiguous. Law is often called upon to clarify the meaning of nature. In doing so it raises questions about what it means to be human.

This course is organized around three questions. First, what does law as a humanistic discipline say about nature? Second, what can law's conception of nature tell us about shifting conceptions of humanness? Third, what can we learn by attending to these questions about law's own situation in the world and its ability to tell us who we are? We will address these questions by starting with the environment (specifically wilderness). We will then expand our view of nature by examining legal engagements with animals (endangered species, animals in scientific experiments, and pets), human bodies (reproductive technologies, involuntary biological alterations, the right to die) and brains (genetic or hormonal bases for criminal defenses). Throughout, we will focus our attention on the themes of knowledge, control and change. We will look, for example, at relationships between legal and scientific forms of knowledge and the problematic role of expert knowledge in adjudicating normative disputes. We will also look at law's response to radical, technologically induced changes in relations between humans and nature, and to arguments in favor of limiting such transformations.

Requisite: LJST 01 or 10 or consent of the instructor. Omitted 2009-10. Senior Lecturer Delaney.

36. Tragedy in the Theatre of Law. The tragic dramas of Aeschylus, Euripides, and Sophocles put law into question in fascinating ways. "Tragedy," argues

Jean-Pierre Vernant, "is contemporaneous with the City and with its legal system. What tragedy is talking about is the City itself and the problems of law it is encountering." For this reason, Vernant concludes, "the true subject matter of tragedy is social thought and most especially juridical thought in the very process of elaboration. Tragedy poses problems of law, and the question of what justice is." Vernant's suggestion—that classical tragic drama in effect amounts to a theory of law—is even more intriguing once juxtaposed to the remarks on tragedy in the text that is arguably the inaugural work in the philosophy of law. In Book VII of Plato's *Laws*, the Athenian considers what answer he would give to a tragic poet who asked him why he and his fellow legislators had decided to ban tragic poets from the city. The Athenian begins with a frank admission: "Respected visitors, we are ourselves authors of a tragedy, and that the finest and best we know how to make. You are poets," the Athenian continues, "and we also are poets in the same style, rival artists and rival actors, and that in the finest of all dramas, one which indeed be produced only by a code of true law."

This course is designed as an inquiry into the relationships between tragedy and law, on the one hand, and theatre and theory, on the other. What does it mean to read classical tragedies as works of legal theory? In what sense, meanwhile, does Plato's *Laws* lay claim to the generic status of tragedy? What is it about tragedy's nonphilosophical theory of law that Plato's interlocutors find so philosophically objectionable? We will bring these and other questions to bear on Plato's *Laws* and on key works by Aeschylus, Euripides, and Sophocles. In addition, we will read secondary texts by Danielle Allen, Louis Gernet, René Girard, Nicole Loraux, Friedrich Nietzsche, Jacques Rancière, and Jean-Pierre Vernant.

Limited to 30 students. Omitted 2009-10. Professor Sitze.

37. Law and the American War in Vietnam. The American war in Vietnam was, among other things, a watershed event in American legal history. Throughout the duration of the war there was vigorous debate about its legality in terms of international law, natural law and constitutional law. The conduct of the war and its relation to the draft and to dissent generated unprecedented public disagreement about such fundamental legal issues as authority, obligation, due process, civil liberties, crime and punishment, and the relationship between law and morality. The war was also the topic or context for a number of trials during which official legal actors endeavored to make formal legal sense of the war and of law's relationship to it. As a historical event, the war may also be examined in light of more contemporary themes such as legal consciousness, law as violence, and governmentality. The course will explore legal aspects of the war both as a historical study and as a case study of law in extreme situations.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2009-10. Senior Lecturer Delaney.

38. Law and Historical Trauma. Certain events in political history—revolutions, civil wars, transitions from authoritarian or totalitarian regimes to political democracy, or particular moments in the ongoing constitutional life of a nation—seem unusual in the breadth and depth of the break or rupture that they make from tradition, the past, and the ongoing self-understandings of a people. Those events pose a special opportunity and challenge for law. Can law repair the traumatic ruptures associated with revolution, civil war, and recent democratic transitions? In such moments does law provide a reassuring sense of stability that serves to maintain the underlying continuity of history? Or, does it compound the crisis of dramatic historical transformation by insisting on judging the past, bringing the losers to justice, and publicly proclaiming the "crimes" of the old order? What can we learn about law by examining its responses to historical trauma? To address these questions we will first examine the idea of trauma and ask what makes particular events traumatic and others not. Is trauma constitutive of law itself? Is law always born in traumatic moments and, at the same time, continuously preoccupied with responding to its own traumatic origins? We will then proceed comparatively and historically by focusing on a series of case studies including colonial revolution in Algeria, Aboriginal rights cases in Australia, slavery and civil war in the United States, and regime changes in South Africa, Germany, and Argentina. In each we will identify the part played by law and ask what we can learn about the capacities and limits of law both to preserve national memory and, at the same time, to build new social and political practices.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2009-10. Professor Hussain.

40. Law, God and Modernity. It is the hallmark of modernity that law is secular and rational, made by humans for their purposes. Modern law relegates the divine to the realm of private belief, while the modern state guarantees the uninterrupted observance of a multiplicity of beliefs. Yet secularism has never been an uncontested position and many philosophers have suggested that the sovereignty of the modern state is itself a worldly duplicate of religious understandings of god's omnipotence. Today the connection of law and the sacred has taken on new urgency with the so-called "return of the religious," most famously with the rise of political Islam but also with Christian movements in the west, and with the transformations of sovereignty through globalization. This course is a historical and cross-cultural examination of the relationship of law, sovereignty, and the sacred. It focuses on a range of topics: the understanding of secularism in general and the American doctrine of the separation of church and state in particular; the legal theory of Islamization; the meaning of orthodoxy, both legal and religious. It examines both the secular uses of the concept of the sacred, and the religious deployment of modern legal concepts. It asks how the proper names of law and god are used to anchor various normative visions.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2009-10. Professor Hussain.

41. Interpretation in Law and Literature. (Analytic Seminar) Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations? How can the critic or judge continue to claim to read in an authoritative manner in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Fall semester. Professor Douglas.

42. When Law Fails. (Analytic Seminar) Well publicized miscarriages of justice today draw public attention to the failures and imperfections of our legal system. All too often, it seems, law fails and becomes a tool of injustice. Yet it may be that law without failure is inconceivable and undesirable. As Chief Justice Rehnquist put it, the quest for perfect justice "would all but paralyze our system for enforcement of the criminal law." In this course we will ask what we can learn about the aspirations and operations of law by examining its failures, its miscarriages of justice.

We will begin by trying to determine what constitutes a miscarriage of justice. One conventional and compelling answer is when an innocent person is convicted and incarcerated. And, indeed, the image of the wrongfully convicted dominates popular culture, policy and advocacy. Is that answer useful for talking about ways in which the law fails or does it impose too narrow a lens? Are miscarriages of justice systemic or symptomatic, or are the problems which lead law to misfire idiosyncratic? Can law fail even when it reliably acquits the innocent and punishes the guilty? Can legal errors ever be "harmless"? What are the legal, cultural, and political meanings of a miscarriage of justice?

To answer these questions we will examine the contemporary innocence movement and the increased use of DNA to uncover law's failures as well as the impact of faulty eyewitness identifications, false confessions, biased juries, the politicization of prosecution, and racial bias in the criminal justice system. We will also examine the secret detention and trial of unlawful enemy combatants in the war on terror and the use of military tribunals. How do we think about miscarriage of justices in situations that openly claim different standards and different goals from the regular criminal justice system. We also will take up the treatment of miscarriages of justice in literature and popular culture.

Throughout, we will seek to identify the theoretical frames that are most productive in illuminating what happens when law fails as well as the broader implications of miscarriages of justice for the ways we think about law.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Open to juniors and seniors. Omitted 2009-10. Professors Hussain and Sarat.

43. Law's History. (Research Seminar) History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Umphrey.

44. Late Modern Moral Philosophy and Legal Theory. (Analytic Seminar) No one disputes that moral argumentation is central to law's theory and practice. Yet what exactly do we mean when we speak of morality? In this course, we shall take up this question by closely studying what is arguably the paradigmatic text of modern moral philosophy, Kant's *Groundwork for the Metaphysics of Morals.* After studying the relations between Kant's *Groundwork* to Kant's more general philosophy of public and international law, we will then study a set of critiques of, and commentaries on, Kant's work. The purpose of this course will be to weigh and consider Kant's moral law as a point of reference for the critique of law today. Readings will include works by Adorno, Arendt, Butler, Derrida, Freud, Nietzsche, Levinas, Lacan, and Zizek.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Sitze.

45. Law and Political Emergency. (Analytic Seminar) This course introduces students to one of the more sustained problems in jurisprudence and legal theory: what happens to a constitutional order when it is faced with extraordinary conditions such as rebellion, war and terrorism. While it is generally agreed that rules, rights and procedures may be temporarily suspended, it is less clear which rights, and who decides on the suspension (the executive alone or in some combination with the legislature, with or without oversight by the courts). While these questions have now become familiar to us—and this course will guide students through the policy shifts and court battles in the United States since 9/11, from the issue of enemy combatants to the use of Guantanamo Bay as a detention center—we will take a more theoretical and historical approach to these questions. Thus we will look at the earliest use of some emergency techniques by the British in the colonies, Lincoln's suspension of habeas corpus during the Civil War and the notorious Article 48 of the Weimar Constitution, which has often been blamed for facilitating the rise of the Nazis. We will end by examining alternative methods for contending with emergency.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Hussain.

48. Law And War. (Research Seminar) The traditional understanding of war involved the armies of two nation-states confronting each other on a battlefield. And other than general customs of a just war, the law was thought to have little to say about war. But in the last half century even as the traditional form of war has changed rapidly, as conflicts involving non-state actors (such as insurgency and terrorism) have increased, international law has developed an intricate set of rules regarding who can fight and what methods of fighting are legal.

This course explores the connection between different types of conflict and the norms and rules of international law that are used to regulate that conflict. In this course, we will take a historical approach. We will read classic theorists of war such as Clausewitz, Schmitt and Michael Walzer. We will examine the history of The Hague and Geneva Conventions. And we will focus on specific instances of war from nineteenth-century colonial conflicts and guerilla warfare, to the 1999 "humanitarian" intervention in Kosovo, to the various fronts in the contemporary "war on terror." Throughout we will ask how changes in technology and law change the definition of war. How do legal definitions of war attempt to demarcate it from other forms of violent conflict such as insurgency or terrorism?

Requisite: LJST 01 or 10 or consent of the instructor. Open to juniors and seniors. Limited to 15 students. Omitted 2009-10. Professor Hussain.

49. Law and Love. (Research Seminar) At first glance, law and love seem to tend in opposing directions: where law is constituted in rules and regularity, love emerges in contingent, surprising, and ungovernable ways; where law speaks in the language of reason, love's language is of sentiment and affect; where law regulates society through threats of violence, love binds with a magical magnetism. In this seminar, placing materials in law and legal theory alongside theoretical and imaginative work on the subject of love, we invert that premise of opposition in order to look for love's place in law and law's in love. First we will inquire into the ways in which laws regulate love, asking how is love constituted and arranged by those regulations, and on what grounds it escapes them. In that regard we will explore, among other areas, the problematics of passion in criminal law and laws regulating sexuality, marriage, and family. Second we will ask, how does love in its various guises (as, philia, eros, or agape) manifest itself in law and legal theory, and indeed partly constitute law itself? Here we will explore, for example, sovereign exercises of mercy, the role of equity in legal adjudication, and the means that bind legal subjects together in social contract theory. Finally, we will explore an analogy drawn by W. H. Auden, asking how law is like love, and by extension love like law. How does attending to love's role in law, and law's in love, shift our imaginings of both?

Requisite: LJST 10 or consent of the instructor. Open to juniors and seniors. Limited to 15 students. Omitted 2009-10. Professor Umphrey.

50. Twentieth-Century American Legal Theory. (Analytic Seminar) The discipline of legal theory has the task of making law meaningful to itself. But there is a variety of competing legal theories that can make law meaningful in divergent ways. By what measure are we to assess their adequacy? Is internal coherence the best standard or should legal theory strive to accord with the extra-legal world? Then too, the institutions and practices of law are components of social reality and, therefore, as amenable to sociological or cultural analysis as any other component. Here again, many different kinds of sense can be made of law depending upon how "the social" is itself theorized. This course engages the theme of law and the problems of social reality by way of a three-step approach. The first part of the course presents an overview of the main lines of twentieth-century American legal thought. We begin with a study of legal formalism and the challenges posed to it by legal realism and its various successor theories. One focus of debate between formalism and its rivals is how much social realism should be brought to bear on legal analysis. Another question is: what kind of social realism should be brought to bear on the analysis of law. The second segment of the course provides a survey of some of the candidates. These include the Law and Society Movement, neo-Marxism and Critical Legal Studies. In the final segment we look at how these theoretical issues are given expression in connection with more practical contexts such as poverty law, labor law or criminal law.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Omitted 2009-10. Senior Lecturer Delaney.

52. Film, Myth, and the Law. (Analytic Seminar) The proliferation of law in film and on television has expanded the sphere of legal life itself. Law lives in images that today saturate our culture and have a power all their own, and the moving image provides a domain in which legal power operates independently of law's formal institutions. This course will consider what happens when legal events are re-narrated in film and examine film's treatment of legal officials, events, and institutions (e.g., police, lawyers, judges, trials, executions, prisons). Does film open up new possibilities of judgment, model new modes of interpretation, and provide new insights into law's violence? We will discuss ways in which myths about law are reproduced and contested in film. Moreover, attending to the visual dimensions of law's imagined lives, we ask whether law provides a template for film spectatorship, positioning viewers as detectives and as jurors, and whether film, in turn, sponsors a distinctive visual aesthetics of law. Among the films we may consider are *Inherit the Wind, Call Northside 777, Judgment at Nuremberg, Rear Window, Silence of the Lambs, A Question of Silence, The Sweet Hereafter, Dead Man Walking, Basic Instinct,* and *Unforgiven.* Throughout we will draw upon film theory and criticism as well as the scholarly literature on law, myth, and film.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Spring semester. Professor Sarat.

54. Neoliberalism and Legal Theory. (Research Seminar) The theory of governance known today as "neoliberalism" is most often understood as a mainly economic policy. Both its opponents and its proponents seem to agree that neoliberalism is best debated as an ensemble of practices (such as free trade, privatization, deregulation, competitiveness, social-spending cutbacks and deficit reduction) that emphasize the primacy of the free market in and for the arrangement of social and political orders. But, particularly in its initial theorizations, neoliberalism was also, perhaps even primarily, a philosophic doctrine concerning the place and function of law in and for human civilization in general. At the 1938 Walter Lippman Colloquium in Paris and then again at the inaugural 1947 meeting of the Mont Pelerin Society in Switzerland, the leading figures of what would later become known as neoliberalism criticized existing economic theories for neglecting basic questions of legal theory and argued that capitalism could not be saved from the perils of socialism and communism without a renewed understanding of, and insistence on, the rule of law. In this course, we shall take this, the "legal theoretical" origin of neoliberalism, as a point of departure for understanding neoliberalism as a whole. In the first half of the course, we shall seek to understand neoliberalism on the basis of the way it posed law as a problem for thought. In relation to what alternate theories of law did neoliberalism emerge? On what terms did neoliberals reinterpret the "classical" liberalism of Hobbes and Locke? How did certain concepts of law figure into the way that neoliberal thinkers arrived at their understandings of the basic meanings of life and labor? In the second half of the course, we shall explore the ways in which various critics of neoliberalism have sought to expose and to question the legal theories at its origin. How might renewed attention to legal theoretical problems help us today in our attempt to think and act beyond neoliberalism's constitutive limits? Our goal in all phases of the course will be to reconstruct neoliberal thought on its own terms in order to grasp better its contemporary incoherence, crisis, and dissolution. Readings will include Samir Amin, Zygmunt Bauman, Michel Foucault, Milton Friedman, Michael Hardt and Antonio Negri, David Harvey, Friedrich Hayek, Maynard Keynes, Naomi Klein, Karl Marx, Ludwig von Mises, Alexander Rustow, and Saskia Sassen.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Spring semester. Professor Sitze.

56. Representing and Judging the Holocaust. (Research Seminar) This seminar will address some of the foundational questions posed by radical evil to the legal imagination. How have jurists attempted to understand the causes and logic of genocide, and the motives of its perpetrators? Is it possible to "do justice" to such extreme crimes? Is it possible to grasp the complexities of history in the context of criminal trial? What are the special challenges and responsibilities facing those who struggle to submit traumatic history to legal judgment? We will consider these questions by focusing specifically on a range of legal responses to the crimes of the Holocaust. Our examination will be broadly interdisciplinary, as we compare the efforts of jurists to master the problems of representation and judgment posed by extreme crimes with those of historians, social theorists, and artists. Readings will include original material from the Nuremberg, Eichmann, and Irving trials, and works by, among others, Hannah Arendt, Zygmunt Bauman, Christopher Browning, Primo Levi, and Art Spiegelman.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Douglas.

57. Property, Liberty and Law. (Research Seminar) What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? Our bodies or likenesses? Our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Fall semester. Senior Lecturer Delaney.

74. Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. (Offered as Political Science 74 [GP, LP] and Law, Jurisprudence, and Social Thought 74.) This seminar explores how the civil rights movement began a process of social change and identity-based activism. We evaluate the successes and failures of "excluded" groups' efforts to use the law. We primarily focus on the recent scholarship of theorists, legal professionals, and activists to define "post-identity politics" strategies and to counteract the social processes that "normalize" persons on the basis of gender, sexuality, disability, and class. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: One introductory Political Science course or its equivalent. Limited to 15 students. Fall semester. Professor Bumiller.

77, 78. Senior Departmental Honors. Independent work under the guidance of a tutor assigned by the Department. Open to senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Theory. See Anthropology 23.

Economic Anthropology and Social Theory. See Anthropology 43.

Law and Economics. See Economics 66.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54.

Riot and Rebellion in Colonial and Post-Colonial Africa. See History 92.

Philosophy of Law. See Philosophy 24.

Normative Ethics. See Philosophy 34.

What Is Morality About? See Philosophy 38.

Modern Classics in Political Philosophy. See Political Science 28.

The American Constitution I: The Structure of Rights. See Political Science 41.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.

Punishment, Politics and Culture. See Political Science 60.

Psychology and the Law. See Psychology 63.

Ancient Israel. See Religion 21.

Reading the Rabbis. See Religion 41.

Foundations of Sociological Theory. See Sociology 15.

Gender Labor. See Women's & Gender Studies 24.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Asian Languages and Civilization, English, Mathematics and Computer Science, and Philosophy. The College does not offer a major in this subject. Students interested in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

MATHEMATICS

Professors Armacost‡, Call, Cox‡ (Chair), and Velleman; Associate Professor R. Benedetto*; Assistant Professors Leise, Liao, and Wagaman; Visiting Assistant Professors Condon and Hutz; Visiting Lecturer D. Benedetto.

The Department offers the major in Mathematics as well as a course meeting a wide variety of interests in this field. Non-majors who seek introductory courses are advised to consider Mathematics 05, 09, 11, 15 none of which require a background beyond high school mathematics.

Major Program. The minimum requirements for the Mathematics major include Mathematics 11, 12, 13, 21 or 22 26, 28 and three other elective courses in Mathematics numbered 14 of higher. In addition, a major must complete two other courses, using one of the following options:

A. Two courses, each of which is either an elective course in Mathematics numbered 14 or higher or a course from outside Mathematics chosen from among: Computer Science 27, 31, and 38, Physics 16, 17, 23, and 24, Philosophy 50, Economics 54, 58, 65, 67, and 73. (Note: this option can be satisfied by taking two math electives, one math elective and one outside course or two outside courses.)

B. Two courses from outside of Mathematics, one of which is chosen from the list in (A) above, and one of which is a requisite for that course chosen from the same discipline. In either option A or B, requests for alternative courses must be approved in writing by the chair of the Department. Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the first year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian. All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

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*On leave 2009-10.

‡On leave spring 2009-10.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 21 or 22, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Coordinator. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

05. Calculus with Algebra. Mathematics 05 and 06 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 05 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week.

Note: While Mathematics 05 and 06 are sufficient for any course with a Mathematics 11 requisite, Mathematics 05 alone is not. However, students who plan to take Mathematics 12 should consider taking Mathematics 05 and then Mathematics 11, rather than Mathematics 06. Students cannot register for both Mathematics 05 and Chemistry 11 in the same semester.

Fall semester. Visiting Professor Condon.

06. Calculus with Elementary Functions. Mathematics 06 is a continuation of Mathematics 05. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 05 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Four class hours per week.

Requisite: Mathematics 05. Spring semester. Visiting Professor Condon.

09. Lies, Damned Lies, and Statistics. In 1895 H.G. Wells wrote that "Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write." Today, statistics are cited to sway our opinion on everything from which toothbrush dentists prefer to how crime rates have changed from one political administration to the next. This seminar focuses not on statistical calculations, but on the critical evaluation of statistics that are presented every day in mass media. Topics to be discussed include proper survey and study methodologies, accurate visual displays of information, fundamentals of probability, the basics of hypothesis testing and confidence intervals, as well as the true meaning of correlation and the limitations of regression models. Three class meetings per week.

Limited to 20 students. Omitted 2009-10.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications, including max/min problems and related rates; the definite integral, simple applications; trigonometric functions; logarithms and exponential functions. Four class hours per week.

Fall and spring semesters. In the Fall semester, the intensive section (Section 01) is open only to students listed as eligible on the Mathematics placement list. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. Fall and spring semesters. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. Fall semester: Professor Leise and Visiting Professor Hutz. Spring semester: Visiting Professor Hutz.

14. Mathematical Modeling. Mathematical modeling is the process of translating a real world problem into a mathematical expression, analyzing it using mathematical tools and numerical simulations, and then interpreting the results in the context of the original problem. Discussion of basic modeling principles and case studies will be followed by several projects from areas such as environmental studies and biology (e.g., air pollution, ground water flow, populations of interacting species, social networks). This course has no requisites; projects will be tailored to each student's level of mathematical preparation. Four class hours per week, with occasional in-class computer labs.

Omitted 2009-10.

15. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. The topics covered include logic, elementary set theory, functions, relations and equivalence relations, mathematical induction, counting principles, and graph theory. Additional topics may vary from year to year. This course serves as an introduction to mathematical thought and pays particular attention to helping students learn how to write proofs. Four class hours per week.

Spring semester. Professor Velleman.

17. Introduction to Statistics. (Offered as Mathematics 17 and Environmental Studies 24.) This course is an introduction to applied statistical methods useful for the analysis of data from all fields. Brief coverage of data summary and graphical techniques will be followed by elementary probability, sampling distributions, the central limit theorem and statistical inference. Inference procedures include confidence intervals and hypothesis testing for both means and proportions, non-parametric alternatives to standard hypothesis tests of the mean, the chi-square test, simple linear regression, and a brief introduction to analysis of variance (ANOVA). In a semester when two sections of Math 17 are offered, Section 02 is recommended for students interested in Environmental Studies. Two class hours plus two hours of laboratory per week.

Each section limited to 20 students. Fall and spring semesters. Professors Liao and Wagaman.

18. Regression Modeling and Design of Experiments. This continuation of Mathematics 17 includes more detailed regression modeling using both linear and multiple regression techniques. Also covered are categorical data analysis techniques such as chi-square tests, regression modeling with indicator variables and logistic regression, followed by one and two factor analysis of variance (ANOVA). Two class hours plus two hours of laboratory per week.

Requisite: Mathematics 17. Spring semester. Professor Liao.

19. Wavelet and Fourier Analysis. The first half of the course covers continuous and discrete Fourier transforms (including convolution and Plancherel's formula), Fourier series (including convergence and the fast Fourier transform algorithm), and applications like heat conduction along a rod and signal processing. The second half of the course is devoted to wavelets: Haar bases, the discrete Haar transform in 1 and 2 dimensions with application to image analysis, multiresolution analysis, filters, and wavelet-based image compression like JPEG2000. Three class hours per week plus a weekly one-hour computer laboratory.

Requisite: Mathematics 13 and 21 or 22. Fall semester. Professor Leise.

20. Topics in Differential Equations. The study of differential equations is an important part of mathematics that involves many topics, both theoretical and practical. The precise subject matter of this course will vary from year to year. In spring 2007 the topics were nonlinear dynamics and chaos. We studied the dynamics of one- and two-dimensional flows. The focus was on bifurcation theory: how do solutions of nonlinear differential equations change qualitatively as a control parameter is varied, and how does chaos arise? To illustrate the analysis, we considered examples from physics, biology, chemistry, and engineering. The course also covered basic theorems concerning existence and uniqueness of solutions and continuous dependence on parameters. Three class hours per week plus a weekly one-hour computer laboratory.

Requisite: Mathematics 13 or consent of the instructor. Limited to 20 students. Omitted 2009-10.

21. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence, basis, and dimension; systems of linear equations and their solution by Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. Special attention will be paid to the theoretical development of the subject. Four class meetings per week.

Requisite: Mathematics 12 or consent of the instructor. This course and Mathematics 22 may not both be taken for credit. Fall semester. Professor Cox.

22. Linear Algebra with Applications. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence, basis, and dimension; systems of linear equations and their solution by Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. Additional topics include ill-conditioned systems of equations, the LU decomposition, covariance matrices, least squares, and the singular value decomposition. Recommended for Economics majors who wish to learn linear algebra. Four class hours per week, with occasional in-class computer labs.

Requisite: Mathematics 12 or consent of the instructor. This course and Mathematics 21 may not both be taken for credit. Spring semester. Professor Leise.

23. Multivariate Data Analysis. Real world experiments often provide data that consist of many variables. When confronted with a large number of variables, there may be many different directions to proceed, but the direction chosen is ultimately based on the question(s) being asked. In biology, one could ask which observed characteristics distinguish females from males in a given species. In archeology, one could examine how the observed characteristics of pottery relate to their location on the site, look for clusters of similar pottery types, and gain valuable information about the location of markets or religious centers in relation to residential housing. This course will explore how to visualize large data sets and study a variety of methods to analyze them. Methods covered include principal components analysis, factor analysis, classification techniques (discriminant analysis and classification trees) and clustering techniques. This course will feature hands-on data analysis in weekly computer labs, emphasizing application over theory. Four class hours per week.

Limited to 20 students. Fall semester. Professor Wagaman.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2009-10.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 21 or 22 or consent of the instructor. Spring semester. Visiting Professor Condon.

27. Set Theory. Most mathematicians consider set theory to be the foundation of mathematics, because everything that is studied in mathematics can be defined in terms of the concepts of set theory, and all the theorems of mathematics can be proven from the axioms of set theory. This course will begin with the axiomatization of set theory that was developed by Ernst Zermelo and Abraham Fraenkel in the early part of the twentieth century. We will then see how all of the number systems used in mathematics are defined in set theory, and how the fundamental properties of these number systems can be proven from the Zermelo-Fraenkel axioms. Other topics will include the axiom of choice, infinite cardinal and ordinal numbers, and models of set theory. Four class hours per week.

Requisite: Mathematics 15, 21, 22, or 28, or consent of the instructor. Fall semester. Professor Velleman.

28. Introduction to Analysis. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Spring semester. Visiting Professor Hutz.

29. Probability. This course explores the nature of probability and its use in modeling real world phenomena. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, independence, conditional probability, expectation, and variance. Distributions covered include the Bernoulli and Binomial, Hypergeometric, Poisson, Normal, Gamma, Beta, Multinomial, and bivariate Normal. Four class hours per week.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2009-10.

30. Mathematical Statistics. This course examines the theory behind common statistical inference procedures including estimation and hypothesis testing. Beginning with exposure to Bayesian inference, the course will cover Maximum Likelihood Estimators, sufficient statistics, sampling distributions, joint distributions, confidence intervals, hypothesis testing and test selection, nonparametric procedures, and linear models. Four class hours per week.

Requisite: Mathematics 29 or consent of the instructor. Omitted 2009-10.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. Fall semester. Professor Condon.

34. Mathematical Logic. Mathematicians confirm their answers to mathematical questions by writing proofs. But what, exactly, is a proof? This course begins with a precise definition specifying what counts as a mathematical proof. This definition makes it possible to carry out a mathematical study of what can be accomplished by means of deductive reasoning and, perhaps more interestingly, what cannot be accomplished. Topics will include the propositional and predicate calculi, completeness, compactness, and decidability. At the end of the course we will study Gödel's famous Incompleteness Theorem, which shows that there are statements about the positive integers that are true but impossible to prove. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15, 21, 22, or 28, or consent of the instructor. Omitted 2009-10.

37. Topics in Mathematics. The topics may vary from year to year. Four class hours per week.
Omitted 2009-10.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.
Requisite: Mathematics 28. Spring semester. Professor Leise.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.
Requisite: Mathematics 28. Omitted 2009-10.

77, 78. Senior Departmental Honors.
Open to seniors with the consent of the Department. Fall and spring semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
Fall and spring semesters. The Department.

MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to members of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professors contribute to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in their areas of interest and inquiry.

12. From Dilemma to Dialogue: Science, Values and Spiritual Traditions. From Galileo's imprisonment by the Church to the dropping of the first atomic bomb on Hiroshima, establishing the right relationship between science, human values and spiritual convictions has only become more important. The division between knowledge and ethics, science and religion, objective knowledge and subjective experience, reflects a deep divide in our understanding of the human being as debated by scientists, philosophers and theologians. Using contemporary and historical sources, we will explore the complex interaction between science, values and spiritual traditions as they seek to understand reality and resolve ethical dilemmas. We will look for ways to move from dilemma to dialogue and collaboration. Examples of such attempts will include recent collaborative work between cognitive scientists and the Dalai Lama, the feminist critique of science, the scientific studies of the German poet Goethe, and the Hermetic tradition. In addition to readings, films, seminar discussion and analysis, this class will emphasize reflective, experiential and contemplative methods of learning.
Limited to 30 students. Spring semester. Professor Zajonc.

16. Numbers Rule the World. "Numbers rule the world," many scholars agree. That is, they have become "the dominant form of acceptable evidence in most areas of public life." We will examine these claims and their implications by asking several questions: How did numbers come to rule? What kinds of numbers? Where do numbers rule and where don't they? What differences do they make? How are the numbers and scientific claims we encounter created? How do they change as they travel from their original scientific context into everyday life? Ultimately, we seek to improve our ability to understand and evaluate the numbers and related scientific claims we encounter by seeing them as human creations, not just as nuggets of objective fact.

Limited to 15 students. Spring semester. Professor Himmelstein

MUSIC

Professor Kallick; Associate Professors Sawyer (Chair) and Schneider; Assistant Professor Engelhardt; Valentine Visiting Professors Móricz and Wubbels; Visiting Assistant Professor Robinson; Lecturer Diehl.

The Music Department offers a full range of courses both for students with previous musical experience and for those coming to the study of music for the first time. We strive as a department—within the limits of our resources—to support the widest possible range of musical styles in our course offerings and performance activities. We encourage all students interested in making music a part of their lives and their liberal arts education to acquire a strong mastery of the fundamentals of musicianship.

Students in need of review of music fundamentals (scales, key signatures, intervals, sight-singing) and those particularly interested in learning to read music should enroll in Music 11. Students with fluency in music fundamentals but without extensive theory background should consider Music 12, 65, and 69. Students who have not previously taken a course in music theory at Amherst College should take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. Students contemplating a major in music should take the necessary background courses so as to elect Music 31 no later than the fall of their junior year. Students will not be admitted to the major before the completion of Music 31. Students contemplating honors work must complete Music 32 no later than the spring of their sophomore year.

Performance Instruction. Performance Instruction (29H—fall semester and 30H—spring semester) is available on a credit or non-credit basis. A fee is charged in either case. For 2009-10 the fee for each semester course will be $625, for which the student is fully committed following the 14-day add/drop period. Students who wish to elect performance instruction for credit must meet the criteria outlined under the heading PERFORMANCE. Students who elect performance instruction for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Normally no more than one half-credit of performance instruction is allowed per semester. See the Music Department Coordinator for information regarding instructors for this program.

Major Program. The Department offers the major in Music with a concentration in performance (classical, jazz, and World music), composition, music scholarship (music history, theory, and the anthropology of music), and music drama and opera studies. Students interested in declaring a music major should contact the chair, normally no later than the first week of their junior year. Students will not be admitted to the major before the completion of Music 31. At the time of application to the major, students will be asked to describe in writing their goals for the major and the courses they plan to elect (www.amherst.edu/~music/MusicMajorForm.pdf). Normally, students will not be admitted to the major in their senior year. In consultation with a member of the department, students determine the most appropriate manner of fulfilling the departmental requirement of eight semester courses. Note that because the music faculty is eager to help students create individualized paths in the major, we strongly encourage potential majors to speak with members of the department as early as possible in their academic careers.

We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College Interchange. For example, courses in African-American music are also offered at the University of Massachusetts and Hampshire College; courses in rock and popular music at Smith College, and courses on African music are offered at Mount Holyoke College. Above all, the Department is committed to helping students put together the program best suited to their interests, abilities, and aspirations. All majors must elect at a minimum: one course in Music and Culture (Music 21, 22, or 23); Music 31 and 32; and one course designated as a major seminar. A class designated as a major seminar must be taken after the completion of Music 31 to fulfill the major seminar requirement. In 2009-10, major seminars include Music 33, 39, 40, and 48. Majors contemplating honors work must also elect Music 33 or 34. Majors contemplating honors in Composition must complete Music 71 or Music 72 no later than the spring of their junior year, and normally Music 69 in preparation.

Comprehensive Examination. Majors who are not electing to do honors work must successfully complete a comprehensive examination in the senior year, or by permission of the Department enroll in a second major seminar. No comprehensive exam is required of students doing honors projects. Note that Music 33, 39, 40, and 48 may be used to fulfill either the seminar requirement or comprehensive examination requirement, but not both.

Departmental Honors Program. In the senior year students may elect to do honors work—a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, a major music drama or opera project, or performance of a full recital. In preparation for this work, a student will ordinarily elect a number of courses in a field of concentration beyond those required. Students doing full recital honors work in Performance are required to take at least two semesters of private instruction prior to the senior year and be affiliated with a private instructor while enrolled in Music 77 and 78. The thesis course, Music 77-78, should be elected in the senior year. Students interested in the Honors Program should inform the Department of their plans no later than the midpoint of the spring semester in their junior year. An honors proposal must be submitted to the Music Department for approval no later than the end of drop/add in the fall of the senior year.

INTRODUCTORY COURSES

03. Sacred Sound. Sacred Sound examines the relationship between music and religion in broad comparative perspective. In the context of major world religions, new religious movements, and traditional spiritual practices, we will address fundamental issues concerning sacred sound: How does music enable and enhance the ritual process? How is sound sacred and what are its affects? What happens as sacred sound circulates globally among diverse communities of listeners and in secular spaces? Listening, reading, and discussion will include Sufi music from Pakistan, Haitian Vodou, the songs of Ugandan Jews, Orthodox Christian hymns from Estonia, Islamic popular music from Malaysia, Chinese Buddhist chant, spirit possession music from Bali, and the music of Korean Shamans. We will also benefit from visiting performers and the sacred sounds of religious communities in and around Amherst. Two class meetings per week.

Limited to 25 students. Omitted 2009-10. Professor Engelhardt.

04. Global Sound. This course explores the global scale of much music-making and musical consumption today. Migration, diaspora, war, tourism, postsocialist and postcolonial change, commerce, and digital technology have all profoundly reshaped the way musics are created, circulated, and consumed. These forces have also illuminated important ethical, legal, and aesthetic issues concerning intellectual property rights and the nature of musical authorship, the appropriation of "traditional" musics by elites in the global North, and local musical responses to transnational music industries, for instance. Through a series of case studies that will include performances and workshops by visiting musicians, Global Sound will examine how musics animate processes of globalization and how globalization affects musics by establishing new social, cultural, and economic formations. Two class meetings per week.

Limited to 25 students. Fall semester. Professor Engelhardt.

06. Master Musicians of Africa I: West Africa. (Offered as Black Studies 26 [A] and Music 6.) This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian jelimuso) and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

Fall semester. Five College Professor Omojola.

07. Music, Human Rights, and Cultural Rights. While music is commonly thought of as a human universal, questions concerning the universality of human rights and the relativity of cultural forms are becoming more urgent because of global interaction and conflict. Music gives voice to human dignity and makes claims about social justice. Music is a register of power and domination, as is its silencing. The specific cultural contexts that give music its meaning may not translate into global arenas, thus highlighting the dilemmas of universality. In this course, we will examine musical censorship in Senegal, Afghanistan, and Mexico, music and the indigenous rights of the Naxi in China and the Suyá in Brazil, the use of music as an instrument of torture by the United States military, music and HIV/AIDS activism in Uganda, popular music and minority language protection in the Russian Federation, and the place of music in the study of trauma, disabilities, and human ecology. The course will feature visiting performers and will pay particular attention to the discretely musical aspects of human and cultural rights. Our work will be oriented towards activism beyond the classroom. Two class meetings per week.

Limited to 25 students. Omitted 2009-10. Professor Engelhardt.

08. The Blues Muse: African American Music in American Culture. (Offered as Music 08 and Black Studies 53 [US].) This course examines the relationship between blues music and American culture. Using Amiri Baraka's influential 1963 book of music criticism *Blues People* as a central text, we will explore ways in which the "blues impulse" has been fundamental to conceptions of African-American identity. At the same time, we will trace the development of African-American music through its connection to West African musical traditions and through its emergence during slavery and the Jim Crow South. Our investigation will survey a number of precursors to the blues work songs, spirituals, and minstrels and see how these impacted early blues styles, including delta blues, classic blues, and early blues-oriented gospel practices. The blues played a fundamental role in the emergence of new popular musics in the 1940s and 1950s, most notably rock and roll. Embedded within these new musical practices were ideas about African American modernism, urbanity, and self-representation. Culminating in an examination of hip-hop culture, we will analyze the connection between African-American musical practices and larger debates about race, class, gender, and ethnicity. We will see how the blues serves as a mode of activism, how blues musicians engage questions about racial and ethnic identity through music making. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Limited to 25 students. Spring semester. Visiting Professor Robinson.

09 and 09H. Performance and Analysis I. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. This course is open to singers and instrumentalists. Music 09 may be elected either as a full credit or half credit and may be repeated.

Admission with consent of the instructor. Fall semester. Professor Kallick.

10 and 10H. Performance and Analysis II. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. This course is open to singers and instrumentalists. Music 10 may be elected either as a full credit or half credit and may be repeated.

Admission with consent of the instructor. Spring semester. Professor Kallick.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced into the technical details of music such as musical notation, intervals, basic harmony, meter and rhythm. Familiarity with basic music theory will enable students to read and perform at sight as well as to compose melodies with chordal accompaniment. Music analyzed and performed during the course will be drawn primarily from the Western tonal tradition. Assignments will include notational exercises, short papers and preparation of music for classroom performance. This course serves as a requisite for many of the music department offerings. Three class meetings and one lab section per week.

Students with some musical experience contemplating Music 11 are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department.

Limited to 30 students. Fall semester. Valentine Professor Móricz.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced to different kinds of musical notation, melodic systems, harmonies, meters, and rhythmic techniques with the goal of attaining basic competence in the performance and creation of music. The music we analyze and perform will be drawn from the Western tonal tradition as well as a variety of other musical traditions. Assignments will include notational exercises, short papers, and the preparation of music for classroom performance. This course serves as a prerequisite for many other Music Department Offerings. Three class meetings and one lab section per week.

Students with some musical experience contemplating Music 11 are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department.

Limited to 30 students. Spring semester: Professor Engelhardt.

12. Exploring Music. Through composition and performance of our own works and through the analysis of popular masterworks from Bach to Broadway, we will build a solid working understanding of the basic principles of melody and harmony in the Western tradition. Creative assignments will include writing melodies and accompaniments as well as brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. Three hours of classroom instruction plus a one-hour lab session for ear- and musicianship-training per week. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department.

Requisite: Music 11, or equivalent ability gained by playing an instrument or singing. Fall semester: Visiting Professor Wubbels. Spring semester: Professor Schneider.

STUDIES IN OPERA AND MUSICAL THEATER

18. Creating Musical Drama. Students enrolled in this course will join together as the creative team for a fully staged production of George Bizet's *Carmen*, the quintessential music drama of love and jealousy that unfolds in the colorful Andalusian landscape of bull fights, matadors, soldiers, gypsies, and thieves. A cast of professional singers will perform for this fully staged production with members of the Amherst Symphony Orchestra under the direction of Mark Lane Swanson. Professional directors, designers, and performers will be class guests on a regular basis. Each member of the class will have the opportunity to make creative decisions in a class bounded together by collaboration. Singers will become part of the collaboration later in the semester and will share their perspective with class members.

Offered only occasionally when resources are available, this course is open to students with no prerequisite. The collaborative creative experience shapes the course requirement: all class members must commit themselves to the experience, including the preparatory phase of background reading, relevant research, and guided close listening. Celebrated in the professional opera world as an ideal way for newcomers and those experienced with music and theatre, this course is a special opportunity to learn by doing.

Admission with consent of the instructor. Spring semester. Professor Kallick.

STUDIES IN MUSIC HISTORY AND CULTURE

19. Pioneer Valley Soundscapes. This course is about exploring, participating in, and documenting the musical communities and acoustic terrain of the Pioneer Valley. The first part of the course will focus on local histories and music scenes, ethnographic methods and technologies, and different techniques of representation. The second part of the course will involve intensive, sustained engagement with musicians and sounds in the Pioneer Valley. Course participants will give weekly updates about their fieldwork projects and are expected to become well-versed in the musics they are studying. There will be a significant amount of work and travel outside of class meetings. The course will culminate in contributions to a web-based documentary archive of Pioneer Valley soundscapes. We will also benefit from visits and interaction with local musicians. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. Limited to 12 students. Fall semester. Professor Engelhardt.

21. Music and Culture I. (Offered as Music 21 and European Studies 37.) One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. This course is an introduction to European music in the Medieval, Renaissance, and Baroque eras. We will begin by singing Gregorian chant and will go on to cover such topics as the music of the Troubadours, the polyphonic style associated with Notre Dame, the development of musical notation, Renaissance sacred polyphony, madrigals, court dances, and the birth of opera. Throughout the course we will seek to bring the music we study alive by singing and/or playing. We will also host several professional performers of "early music" who will help us understand how this music is likely to have sounded at the time of its creation.

Requisite: Music 12 or consent of the instructor. Omitted 2009-10. Professor Schneider.

22. Music and Culture II. One of three courses in which the development of Western music is studied in its cultural-historical context. As practical, in-class performance and attendance at public concerts in Amherst and elsewhere will be crucial to our work. Composers to be studied include Beethoven, Rossini, Schubert, Mendelssohn, Schumann, Chopin, Liszt, Berlioz, Wagner, Verdi, Musorgsky, and Brahms. Regular listening assignments will broaden the repertoire we encounter and include a wide sampling of Classical and Romantic music. Periodic writing assignments will provide opportunities to connect detailed musical analysis with historical-cultural interpretation. A variety of readings will include music-historical-aesthetic documents as well as selected critical and analytical studies. Class presentations will contribute to a seminar-style class environment. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 23). Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. Spring semester. Professor Schneider.

23. Music and Culture III. The third of three courses in the Music and Culture series, this course focuses on the experimental and revolutionary musical repertoire of the late nineteenth and twentieth century. Some of the featured repertoire in 2009-10 includes 1) string quartets by Béla Bartók (1881-1945) and Dmitri Shostakovich (1906-1975); 2) songs by Gustav Mahler (1860-1911), Charles Ives (1874-1954), and Bob Dylan (1941-); 3) ballet, film, and music theatre music by Igor Stravinsky (1882-1971), Aaron Copland (1900-1990), Bernard Hermann (1911-1975), Leonard Bernstein (1920-1989), John Adams (1947-), Stephen Sondheim (1930-), Michael Giacchino (1967-). Assignments will include close listening, background readings, short essays, midterms, and a culminating presentation. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22). Two class meetings per week.

Requisite: Reading knowledge of music and background in music fundamentals or consent of the instructor. Fall semester. Professor Kallick.

24. Jazz History to 1945: Emergence, Early Development, and Innovation. (Offered as Music 24 and Black Studies 14 [US].) One of two courses that trace the development of jazz from its emergence in early 20th-century New Orleans to its profound impact on American culture. Jazz History to 1945 examines its early roots in late 19th-century American popular culture and its role as American popular music in the 1920s, '30s, and '40s. Using themes that connect the evolution of jazz practices to social and racial politics in American popular culture, we will look closely at the work of well-known historical figures (Louis Armstrong, Jelly Roll Morton, Duke Ellington, Fletcher Henderson, Billie Holiday, Count Basie, Benny Goodman, and several others) as well as the vibrant communities that nurtured and prompted their innovative musical practices. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Limited to 25 students. Fall semester. Visiting Professor Robinson.

PERFORMANCE

28H. Performance Ensemble. Fall and spring semesters. This course entails the study of music from the perspective of ensemble or combo participation. Repertoire will include those compositions programmed by the director of a particular group in each semester. Work for the course will include thorough preparation of one's individual part, intensive listening preparation, and short analytical and historical projects. This course will culminate with a public performance. This course may be repeated. Students who wish to elect performance ensemble credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first enrollment of performance ensemble.

Music 28H may be elected only with the written consent of the ensemble directors and the Department Coordinator. This course may be repeated. The following arrangements pertain to the study of performance ensemble at Amherst College:

a. All performance ensemble courses will be elected as a half course.
b. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
c. A student electing a performance ensemble course may carry four and one-half courses each semester, or four and one-half courses the first semester and three and one-half courses the second semester.
d. Only with special permission of the Department may students elect more than one performance ensemble in a semester.

29H (fall semester), **30H** (spring semester). **Performance Instruction.** Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. For 2009-10 the fee for each semester course will be $625, for which the student is fully committed following the 14-day add/drop period. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first semester's enrollment in performance instruction.

Music 29H and 30H may be elected only with the consent of the Music Department Coordinator. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

a. All performance courses will be elected as a half course. Only senior Music Majors preparing a recital may take performance as a full course.
b. Fifty minutes of private instruction (12 lessons per semester) will be given and regular practice is expected.
c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses

must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.

d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.

e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Music Department Coordinator to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining; a student wishing to study under this arrangement must enroll through Five College Interchange.

MUSIC THEORY AND JAZZ

31. Tonal Harmony and Counterpoint. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. This course is the first of the required music theory sequence for majors. Three hours of lecture and two ear-training sections per week.

Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department.

Requisite: Music 12 or consent of the instructor. Fall semester: Professor Schneider. Spring semester: Visiting Professor Wubbels.

32. Form in Tonal Music. A continuation of Music 31 and the second of the required music theory sequence for majors. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be analyses and writing exercises, as well as model compositions and analytic papers. Three hours of lecture and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. Spring semester. Professor Sawyer.

33. Repertoire and Analysis. A continuation of Music 32. In this course we will study music by a wide variety of nineteenth-century composers, including Schubert, Schumann, Chopin, Liszt, Musorgsky and Rimsky-Korsakov. Works will be considered from a number of different analytical perspectives including methods current in the nineteenth century and those developed more recently. Comparing analytical methods of the nineteenth and twentieth centuries will enable students to gain a critical perspective on each and to learn about the limits of analysis and interpretation in general. Work will consist of short weekly assignments, papers, and class presentations. Two class meetings and two ear-training sections per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 and 32, or consent of the instructor. Spring semester. Valentine Professor Móricz.

34. Twentieth-Century Analysis. In this seminar we explore stylistic characteristics of compositions that demonstrate the most important tendencies in twentieth-century music. Instead of applying one analytical method, we try out various approaches to twentieth-century music, taking into consideration the composers' different educational and cultural backgrounds. The repertory of focus will consist of compositions written in the first half of the twentieth century in Europe, Russia and America (including words by Debussy, Scriabin, Stravinsky, Shostakovich, Schoenberg, Berg, Webern, Bartok, Copland), but will also sample music by late twentieth-century composers. Two class meetings and two ear-training sections per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 and 32, or consent of the instructor. Omitted 2009-10. Valentine Professor Móricz.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear-training section will be scheduled outside of the regular class times. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. Fall semester. Lecturer Diehl.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Work on a solo transcription will be a main focus throughout the semester. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear-training section will be scheduled outside of the regular class times. Two class meetings per semester.

Requisite: Music 35 and/or performance experience in the jazz idiom strongly suggested. Musical literacy sufficient to follow a score. Limited to 16 students. Spring semester. Lecturer Diehl.

37. Advanced Topics in Jazz. In this class we will explore jazz through transcription, composition, arranging and improvisation. Materials for transcription will range from the classic renditions of jazz standards by Gershwin and Kern to highly complex works by such greats as Wayne Shorter and Charles Mingus. Advanced approaches to improvisation will include the exploration of new source materials including the *Thesaurus of Scales and Melodic Patterns* by Nicolas Slonimsky as used by John Coltrane. Using members of the class as a laboratory band we will seek to develop our own unique compositional voices that draw on jazz traditions. Requisite: Fluency in jazz performance and improvisation on either an instrument or voice and Music 36 or equivalent.

Admission with consent of the instructor. Omitted 2009-10. Lecturer Diehl.

38. Patterns, Principles and Processes in Sound. How do people organize sound into music? How do they organize themselves to make music? What do musicians hear in and think about the music they are making? How can one describe and compare patterns, principles, and processes in different musics? This course addresses these questions through the close study of rhythm, groove, and meter, harmonic practices, mode and tuning, pedagogy, composition, and improvisation, and musical form in a variety of musical traditions from around the world. Our explorations will cover popular, classical, and improvised musics from the Balkans, the Indian subcontinent, North and South America, West and East Africa, the Caribbean, and East and Central Asia, as well as globalized forms of hip hop and electronic dance music, for instance. The goal of this course is to develop translatable ways of thinking analytically about and listening closely to musical patterns, principles, and processes. This course includes lecture-demonstrations by visiting artists, weekly listening and analytical work, and hands-on engagement with music. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. Spring semester. Professor Engelhardt.

39. Improvised Music: Spectrum, Theory, and Practice. Functioning as a combined seminar and performance workshop, this course explores the theory and practice of musical improvisation. Rather than focus on one specific musical style, we will define "improvised music" in an inclusive way that draws equally from American and European experimental musics, various approaches to post-1965 jazz improvisation, and several musical traditions from around the world that prominently use improvisation. Students will be encouraged to develop new performance practices drawn from and in dialogue with these diverse musical traditions. Reading, listening, and video assignments will help familiarize students with the burgeoning field of improvised music studies and will serve to guide class discussions. Students with any musical/stylistic background are encouraged to enroll. Two class meetings per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Basic instrumental or vocal proficiency and consent of the instructor. Limited to 10 students. Fall semester. Visiting Professor Robinson.

40. Mozart and the Classical Style. As one of the most popular composers of all time, Wolfgang Mozart (1756-1791) has come to be taken as the paradigm for the creative genius who produces beautiful art with seemingly no effort—a child of nature, to use a popular eighteenth-century trope, unencumbered by the struggles of adulthood. In this seminar we will examine the cultural-historical context that produced Mozart, his music, and, even before his untimely death, the "Mozart myth." The main texts for the class will be scores of Mozart's mature compositions—symphonies, chamber music, concertos, and most important, operas—as well as selected works by his contemporaries and predecessors. We will interpret these works with the help of primary documents relating to Mozart's life, and with the help of analytic methods developed by scholars such as Wye J. Allanbrook, William Caplan, Daniel Heartz, Robert Levin, and Leonard Ratner. Our studies will be integrated into attending performances of Mozart's work in New York or Boston. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. Fall semester. Professor Schneider.

SPECIAL COURSES AND SEMINARS

42. Music and Revolution. Wagner (1813-83)—composer, philosopher, essayist, entrepreneur—dominated musical life during much of the nineteenth century. As a composer he was best known for his music dramas—the term he preferred over opera. Yet his music and his ideas about music transformed not just opera, but all types of music and, in particular, the symphony. In this course we will study Wagner's operas and music after Wagner, including works by Johannes Brahms, Gustav Mahler, Peter Tchaikovsky, Richard Strauss and others. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. Omitted 2009-10. Professor Kallick.

48. Seminar in Popular Music: Popular Music and Cultural Identity. Music often serves as one of the primary ways that we create and maintain identities. Our social groups—peers, colleagues, acquaintances—are often determined by shared affinities for specific musical styles, artists, and the world views they come to represent. Yet music is also frequently used to catalyze various forms of social and political activism, challenge our relationship to society and structures of power, and initiate change. This seminar explores the nature of popular music and its relationship to culture, politics, and identity. The first part of the course surveys the discourse of popular music studies and the various trends in cultural studies that have prompted new ways of examining the relationship between popular music and social and cultural identities. We will use this theoretical landscape to analyze an array of popular music cultures in and beyond the United States. The second part of the course focuses on developing multifaceted research projects that put these theories to use. Students will be encouraged to combine ethnographic research (interviews, location-based research) with historical and critical analysis to generate a unique, personal project exploring the relationship between music and identity. Two class meetings per week. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 11 or consent of the instructor. Limited to 15 students. Spring semester. Visiting Professor Robinson.

49. Seminar in the Anthropology of Music. How are music and music-making related to people's identities, sense of time and place, social and economic structures, moral codes, religious beliefs, political ideologies, and relationships with technologies and their environment? This seminar explores how ethnomusicologists and anthropologists answer these questions as they engage the world's diverse musical traditions. The first part of this seminar will deal with the disciplinary history of ethnomusicology, its scope, and its changing aims and methods. We will read key musical ethnographies, listen to pioneering field recordings, and watch important documentary films. The other part of this seminar will involve first-hand fieldwork in and around Amherst. This will teach students basic ethnographic techniques and sharpen their skills of observation and critical interpretation. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.*

Requisite: Music 31 or consent of the instructor. Omitted 2009-10. Professor Engelhardt.

STUDIES IN COMPOSITION

65. Electroacoustic Composition. This course provides instruction in the use of electronic equipment for composition of music. Topics to be considered include approaches to sound synthesis, signal editing and processing, hard disk recording techniques, sequencing audio and MIDI material, and the use of software for interaction between electronics and live performers. The course will also survey the aesthetics and repertory of electroacoustic music. Assignments in the use of equipment and software as well as required listening will prepare students for a final composition project to be performed in a class concert.

Requisite: Music 31 or consent of the instructor. Limited to 10 students. Spring semester. Professor Sawyer.

67. Song Writing. The writing of songs based upon a study of the works of past masters in a variety of styles, including rock, blues, American folksong, "shape note" music and more. A composition course with much individual attention. Three class meetings per week.

Requisite: Students should have some background in music performance, chords, or writing. Limited to 12 students. Omitted 2009-10.

69. Composition I. This course will explore compositional techniques that grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. The course will include improvisation as a source of ideas for written compositions and as a primary compositional mode. Instrumental or vocal competence and good music reading ability are desirable. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11 or 12, and consent of the instructor. Limited to 10 students. Fall semester. Visiting Professor Wubbels.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. Fall semester. Professor Sawyer.

72. Composition Seminar II. A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71 or the equivalent and consent of the instructor. Spring semester. Visiting Professor Wubbels.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

Fall and spring semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

Fall and spring semesters.

NEUROSCIENCE

Advisory Committee: Professors S. George† (Chair) and Raskin, Associate Professors Baird*, Clotfelter, and Turgeon.

Neuroscience seeks to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Chemistry 11 or 15, 12 and 21; and Biology 19. Physics 16 and 17 or 23 and 24 are recommended.
2. All majors will take three core Neuroscience courses: Neuroscience 26, Biology 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. A list of approved courses is available from any member of the Advisory Committee.

The large number of courses required for the major makes it important for a prospective Neuroscience major to begin the program early, usually with Chemistry 11 and Mathematics 11 in the first semester of the first year. A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student presentations; attendance and participation constitute the senior comprehensive exercise in Neuroscience.

Departmental Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and 78D in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

26. Introduction to Neuroscience. (Offered as Neuroscience 26 and Psychology 26.) An introduction to the structure and function of the nervous system, this course will explore the neural bases of behavior at the cellular and systems levels. Basic topics in neurobiology, neuroanatomy and physiological psychology will be covered with an emphasis on understanding how neuroscientists approach the study of the nervous system. Three class hours and three hours of laboratory per week.

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*On leave 2009-10.

†On leave fall semester 2009-10.

Requisite: Psychology 12 or Biology 18 or 19. Limited to 36 students. Spring semester. Professors Turgeon and S. George.

77, 78D. Senior Departmental Honors. Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course fall semester. Double course spring semester. The Committee.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course. Fall and spring semesters.

RELATED COURSE

Sports Psychology. See Psychology 35.

PHILOSOPHY

Professors A. George, Gentzler‡, Moore*, and Vogel*; Professor Emeriti Kearns; Associate Professor Shah (Chair); Visiting Professor Sleigh; Visiting Lecturer Westphal.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a twocourse prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to organize and to participate in the activities of the Philosophy Club.

Major Program. To satisfy the comprehensive requirement for the major, students must pass nine courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take:

(1) Three courses in the History of Philosophy: Philosophy 17 and 18, and a course on a Major Figure or Movement (i.e., a 40-level course);

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*On leave 2009-10

‡On leave spring semester 2009-10.

(2) One course in Logic (Philosophy 13, or Mathematics 34, or the equivalent);
(3) One course in Moral Philosophy (Philosophy 34 or 38);
(4) One course in Theoretical Philosophy (i.e., Philosophy 30, 32, 33, 35, 36, 37, 50 or 51); and
(5) One seminar (i.e., a 60-level course).

Departmental Honors Program. Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

Five College Certificate in Logic. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The program is designed to acquaint students with the uses of logic and initiate them into the profound mysteries and discoveries of modern logic. For further information about the relevant courses, faculty, requirements, and special events, see http://www.fivecolleges.edu/sites/logic/index.php.

01. Rights and Wrongs. A primary objective of this course is to develop analytic tools for making thoughtful moral decisions in our own lives and for evaluating policies and decisions made by others. Equally, this course offers students the opportunity to become effective and eloquent writers. The particular moral problems that we consider will depend in part on the interests of the members of the seminar. They may include problems raised by the practices of international aid, abortion, euthanasia, affirmative action, capital punishment, eating animals, sex, parenting, war, and terrorism.

Admission with consent of the instructor. Limited to 12 students. Omitted 2009-10. Professor Gentzler.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers.

One section will be taught fall semester and two sections spring semester. Each section limited to 25 students. Fall semester: Professor Shah. Spring semester: Professor Emeritus Kearns.

13. Logic. "All philosophers are wise and Socrates is a philosopher; *therefore,* Socrates is wise." Our topic is this therefore. We shall expose the hidden structure of everyday statements on which the correctness of our reasoning turns. To aid us, we shall develop a logical language that makes this underlying structure more perspicuous. We shall also examine fundamental concepts of logic and use them to explore the logical properties of statements and the logical relations between them. This is a first course in formal logic, the study of correct reasoning; no previous philosophical, mathematical, or logical training needed.

Fall semester. Professor A. George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Protagoras, Socrates, Plato and Aristotle. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; and about the connection between the body and the mind.

Limited to 25 students. Fall semester. Professor Gentzler.

18. Early Modern Philosophy. A survey of European philosophy in the seventeenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students. Spring semester. Visiting Professor Sleigh.

19. Philosophy of Religion. (Offered as Religion 18 and Philosophy 19.) An examination of several major discussion topics in the analytic philosophy of religion: the ethics of religious belief, the "problem of religious language," the nature of God and the problem of evil. It would seem that it is always irrational to believe that statements about matters which transcend the realm of the empirical are true, since none of these statements can be directly supported by evidence. Thus it would seem that a great deal of religious belief is irrational. Is this the case, or can religious beliefs be supported by other means? Can philosophical reflection bring clarity to such puzzling matters as God's relationship to time, or the question of how a good and all-powerful God could permit the existence of evil? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided—i.e., does religious language work differently than the language we use to speak about ordinary objects?

Limited to 25 students. Omitted 2009-10. Professor A. Dole.

20. Paradoxes. A paradox arises when unimpeachable reasoning leads from innocuous assumptions to an outrageous conclusion. A paradox brings us up short. Where did we go wrong? Were our assumptions less innocent than we supposed? Was our reasoning subtly fallacious after all? Must we alter our view of the world to make room for the formerly unacceptable conclusion? Or must we acknowledge an irresolvable conflict within reason itself? Paradoxes are not puzzles, but, at their best, goads to greater clarity and deeper thought. We shall explore a spree of philosophical topics (including time, motion, the past, the future, causation, infinity, truth, belief, the will, action, faith) via reflection on a range of paradoxes, ancient and modern, authentic and counterfeit.

Limited to 25 students. Spring semester. Professor A. George.

21. Mysteries of Mind. An elementary introduction to some very mysterious topics in the philosophy of mind, each one associated with a striking experiment. Topics will be chosen from among the following: so-called brain-bisection and the resulting "split-brain syndrome" (two independent consciousnesses seem to inhabit the two separated brain hemispheres); "blindsight" (subjects seem to be able to see without visual sensations); "phantom limb phenomena" (genuine pains are felt where an amputated limb used to be, and there is even a sensation of the presence of the limb as a whole); after-image color (there exist "non-physical" visual sensations with as strong a color as physical images); "OOBEs" (out-of-body experiences have been induced in recent experiments); the ambiguous figures, such as the so-called "duck-rabbit" (without a change in the stimulus, what is seen will assume a new and different aspect); "mental rotation" (experiments seem to show subjects rotating mental images as though they were as substantial as physical images); and Libet's experiment on free will (the physiological activity leading to an action precedes the conscious decision to act by about a third of a second, so that we cannot have free will). The leading idea of the course as a whole is to uncover and study the premises in our conception of mind that make each experimental result so baffling. No background in philosophy or psychology is required.

Limited to 35 students. Fall semester. Visiting Lecturer Westphal.

22. Contemporary Moral Problems. In the United States today citizens disagree fiercely about torture, gay marriage, abortion, the role of religion in science and politics, the demands of patriotism, etc. Can we find common ground in shared ethical principles that will allow us to engage in rational debates about these issues rather than in disrespectful shouting matches? This will be our guiding question as we investigate many of the contemporary moral issues that divide us.

Limited to 25 students. Omitted 2009-10.

23. Health Care Ethics. U.S. citizens are currently faced with many important decisions about health care policy. Who should have access to health care and to which services? Should physician-assisted suicide be legalized? Should AIDS be treated differently from other sorts of communicable diseases? Should abortion remain legal? These issues, in turn, raise basic philosophical questions. What is the nature of rights? Do we, for example, have a basic right to health care, to privacy, to decide the course of our treatment, or to authority about the timing and manner of our deaths? Do fetuses have a right to life? These issues, in turn, raise questions about the relative weight and nature of various goods—e.g., life, pain relief, health, privacy, autonomy, and relationships—and questions about the justice of various distributions of these goods between different individuals when their interests are in conflict. Finally, our attempts to answer these questions will raise basic questions about the nature of rationality. Is it possible to reach rational decisions about ethical matters, or is ethics merely subjective?

Limited to 25 students. Omitted 2009-10. Professor Gentzler.

24. Philosophy of Law. What is the law? Is law a branch of morality discoverable by ethical reflection or is it nothing more than the commands issued by whoever happens to have the most power? When judges interpret laws, is this a process of discovery or of invention? Is there an objective standard for determining whether a law has been correctly interpreted? After considering these very general questions about the nature of law, we will examine two concepts that are central to law, property rights and punishment: What is the nature and justification of the property rights that the law protects? What is the justification of punishment and is there a difference between punishing someone and merely harming him?

Limited to 25 students. Omitted 2009-10. Professor Shah.

27. Issues in Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Limited to 30 students. Omitted 2009-10. Professor Moore.

28. Choice, Chance and Conflict. Life is a risky and competitive business. As individuals, we constantly confront choices involving chancy and uncertain outcomes. And our institutional decisions—in government and business, for example—are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict? Positive proposals have been developed within decision theory, game theory and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics include the following: different conceptions of probability and utility; proposed rules for rational decision making under ignorance and risk; recent accounts of the way we actually assess prospects and make decisions; the source of altruism and fairness; "tragedies of the commons"; voting procedures and other methods of determining a just group policy.

Omitted 2009-10. Professor Moore.

29. The Problem of Evil. (Offered as Religion 51 and Philosophy 29.) If God is *omnibenevolent*, then God would not *want* any creature to suffer evil; if God is *omniscient*, then God would *know how* to prevent any evil from occurring; and if God is *omnipotent*, then God would *be able* to prevent any evil from occurring. Does the obvious fact that there is evil in the world, then, give us reason to think that there is no such God? Alternatively: if an omnibenevolent, omniscient, and omnipotent God does exist, then what could possibly motivate such a God to permit the existence of evil? This course will survey recent philosophical discussions of these questions. We will read works by J. L. Mackie, Nelson Pike, John Hick, Alvin Plantinga, Robert and Marilyn Adams, and others.

Limited to 25 students. Spring semester. Professor A. Dole.

32. Metaphysics. Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and propositions, possibility and necessity, events, essences, time travel and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2009-10. Professor Vogel.

33. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem. Here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body, and the question of how thought, feelings, sensations, and so on, are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental representation, and persons.

Requisite: One course in Philosophy. Omitted 2009-10. Professor Moore.

34. Normative Ethics. We will be concerned to see whether there is anything to be said in a principled way about right and wrong. The core of the course will be an examination of three central traditions in ethical philosophy in the West, typified by Aristotle, Immanuel Kant, and John Stuart Mill. We will also look at contemporary discussions of the relation between the demands of morality and those personal obligations that spring from friendships, as well as recent views about the nature of personal welfare.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Spring semester. Professor Shah.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2009-10. Professor Vogel.

36. Philosophy of Language. "Caesar was stabbed." With those words, I can make a claim about someone who lived in the distant past. How is that possible? How do our words succeed in picking out particular portions of reality, even ones with which we have had no contact? How does language enable us to convey thoughts about everything from Amherst College, to the hopes of a friend, to the stars beyond our galaxy? What are the thoughts, or the meanings, that our words carry? And whatever they turn out to be, how do they come to be associated with our words: through some mental activity on our part, or instead through our use of language? We will explore these and other philosophical questions about language through a reading of seminal works by 20th-century thinkers.

Requisite: One course in Philosophy. Omitted 2009-10. Professor A. George.

37. Philosophy of Science. The practice of science and its fruits have dominated the lives of human beings for centuries. But what is science? How does it differ, if at all, from common sense, or religion, or philosophy? One hears that scientists follow the "scientific method," but what is that? It is said to be based on observation, but what is it to observe something? And how can our observations justify claims about what we do not, or even cannot, observe? The claims of science are often said to describe "laws of nature," but what are such laws? These claims are said to form "theories," but what is a theory? And if science issues in theories, what is their point, that is, what is the goal of science? To predict? To explain? What is it to explain something, anyway? And do all sciences explain in the same way; for instance, does physics explain in the way that psychology does? Science is often treated as the paragon of rationality and objectivity. But what is it to be rational or objective? To what degree does, or can, science really approach such ideals? Are there any values explicit or implicit in the practice of science? If so, do they threaten science's alleged objectivity, and do they conflict with other values one might hold?

Requisite: One course in Philosophy or consent of the instructor. Omitted 2009-10. Professor A. George.

38. What Is Morality About? When we assert that murder is wrong, what are we saying? Are we describing some aspect of a moral realm that exists independently of what humans think and do? If so, how do we gain access to this realm (do we have moral antennae or ethical telescopes?), and what is the relation between truths in this realm and those in the ordinary world of mental and physical entities? On the other hand, if we are not talking about independent moral facts when we call an action wrong, what are we doing? Are we saying anything meaningful at all, or are we merely expressing emotions?

Requisite: One course in Philosophy or consent of the instructor. Omitted 2009-10. Professor Shah.

40. Origins of Analytic Philosophy: Frege, Russell, and the Early Wittgenstein. Gottlob Frege, Bertrand Russell, and Ludwig Wittgenstein are towering figures in the history of analytic philosophy. We shall examine their work, paying special attention to the following themes and their interconnections: language and the nature of meaning, the limits of sense and rationality, and the search for a philosophical method.

Requisite: One course in philosophy. Fall semester. Professor A. George.

43. Plato's *Republic*. Why should I be just? Even if I do benefit from other people's being just, surely there are occasions on which I would benefit from being unjust. If so, then don't I sometimes have a good reason to be unjust? Plato's greatest work, the *Republic*, is devoted to answering this question. To defend the practice of justice, Plato must take a stand on most of the major questions in political philosophy, moral psychology, practical rationality, the nature of human well-being, metaphysics, and epistemology. This class will be devoted to an assessment of the entirety of Plato's argument.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2009-10. Professor Gentzler.

44. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason*, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. Omitted 2009-10. Professor Vogel.

45. Command and Consent: The Social Contract Tradition. The state exercises authority over its citizens: if you fail to obey its dictates, you will be punished. Does this authority not conflict with human freedom and autonomy? If it does, can political authority be morally justified? We will focus on this central question in political philosophy, with particular attention to the idea that this authority is justifiable because we have in some fashion given our consent to it. Readings will include works by Thomas Hobbes, John Locke, David Hume, Jean-Jacques Rousseau, Jeremy Bentham, John Stuart Mill, and (most extensively) John Rawls.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2009-10. Professor A. George.

47. Hume's Masterpiece. If we think about it, it's natural to suppose that sensory experience is the source of all our concepts and all our knowledge about the world. This view is known as empiricism. David Hume, one of the greatest philosophers who ever lived, provided an extremely radical and searching exposition of empiricism in *A Treatise of Human Knowledge* (Book One). We'll read Hume carefully, and also consider contemporary responses to the issues Hume raises. For example, we'll discuss recent attacks on the doctrine of empiricism itself. We'll also take up one of the most profound and troubling problems in all of philosophy, namely Humean skepticism about induction, and current attempts to address this problem. *This course satisfies the figure/movement requirement for the major.*

Requisite: One course in philosophy; Philosophy 18 recommended but not required. Omitted 2009-10. Professor Vogel.

49. Aristotle. For hundreds of years, Aristotle was known simply as "The Philosopher." Indeed, in many ways, Aristotle defined the scope and methods of Western Philosophy. We will consider Aristotle's reasons for fixing the boundaries of philosophy where he did. In addition, we will examine Aristotle's main doctrines concerning language and reality, scientific method and the structure of scientific knowledge, the nature of "things," the nature of life and living organisms, the relationship between soul and body, the nature of human action, the connection between human virtue and happiness, and the ways in which his views are based on, and challenge, our ordinary ways of regarding the world around us.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2009-10. Professor Gentzler.

51. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Are there different kinds of freedom? Are all kinds of freedom equally worthwhile? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? In what sort of society are humans most likely to get the sort(s) of freedom most worth wanting? We will attempt to determine the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

Requisite: One course in Philosophy. Limited to 25 students. Spring semester. Professor Shah.

60. Seminar: Reason, Experience and Reflection. We have various ways of knowing: reason, perception, and introspection. When we perceive, things around us seem to be directly present to our minds. Is this picture compatible with the fact that perception involves a complicated causal process? And if perception is the immediate grasp of objects in the world, how can we be subject to illusion and hallucination? We say that seeing is believing. Is it really? Or, if not, what is the relation between perception and belief? Can the contents of perceptual experience be captured completely by conceptual thought?

Reason is the source of our knowledge of logic and mathematics. But what is reason, and how does it work? Is it something like perception? Do we somehow "see" that there is no greatest number, or that the conclusion of a proof follows from its premises? Is reason subject to illusion and error? How could we ever tell? What do reason and understanding language have to do with each other?

Finally, we have some way of knowing what we're thinking and feeling, which can be called introspection or reflection. Should we think of introspection as some sort of inward perception? What else could it be? What is the relation between having an experience and knowing that you have that experience? To what extent do we know our own minds better than anyone else can?

These questions are the subject of great interest and intense controversy in contemporary philosophy. We will try to get clear about them by reading some of the best work in field, from authors such as Grice, McDowell, Quine, BonJour, Peacocke, Burge, and Shoemaker.

Requisite: Two courses in Philosophy or consent of the instructor. Omitted 2009-10. Professor Vogel.

61. Seminar: Skepticism. The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Vogel.

62. The Social Construction of Knowledge. It is rare for a philosophical idea to command widespread acceptance. Over the past twenty years or so, however, a remarkable consensus has formed—in the humanities and social sciences—around the thesis that knowledge is socially constructed. What does it mean to say that our knowledge that the earth is a sphere or that murder is wrong is "socially constructed"? Is it a plausible thesis about all knowledge or just about particular sub-domains of knowledge, such as morality? Unfortunately, advocates of this thesis rarely attempt to answer these questions. They tend to believe that the thesis is so obvious that it needs no explanation or defense. As we shall see, there in fact are significant obstacles to both formulating and defending the thesis that knowledge is in some interesting sense a creature of our construction.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Fall semester. Professor Shah.

63. The Later Wittgenstein. A close examination of Ludwig Wittgenstein's later philosophical work, focusing on readings from *The Blue Book, Remarks on the Foundations of Mathematics,* and *Philosophical Investigations.*

Requisite: Two courses in philosophy or consent of the instructor. Limited to 15 students. Spring semester. Professor A. George.

64. Seminar: Practical Reasons and Morality. Lying would get you out of a pinch, but morality requires that you tell the truth. What should you do? Humeans argue that what you have reason to do depends on what you happen to want. Given that your interests are not promoted by doing what morality commands in this case, Humeans thus are likely to claim that it would be irrational to tell the truth. Kantians, on the other hand, typically argue that the commands of morality are the commands of reason itself, and thus that you are rationally obliged to obey morality—to tell the truth—even though it would better serve your interests to lie. Which conception of practical reasons is correct?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Shah.

65. Seminar: Consciousness. Many scientists and philosophers regard the mind as entirely physical: according to "materialism," our mental states, events and processes are nothing more than complex arrangements of the fundamental, natural properties and processes that are to be found in the inanimate portions of reality. The deepest philosophical worry for this view has been to provide an adequate understanding of human consciousness. How, asks the anti-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the rich experiential quality of viewing a desert sunset, or the inner life of a bat be fully understood as nothing more than a complex arrangement of neurons, or ultimately, of micro-physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis?

This seminar will focus, at the outset, on recent materialist attempts to meet consciousness-based objections of this type. This will lead us to consider recent attempts to understand consciousness in terms of higher-order thought (i.e., thoughts about our thoughts), and, more generally, to regard the phenomenal, qualitative features of conscious experience as thoroughly representational. Along the way, we will consider, among other things, whether we should distinguish different notions of consciousness, whether there is a "unity" of conscious experience, and whether we should regard introspection as a perceptual faculty-like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Moore.

67. Seminar: Philosophy of Music. Music is sometimes described as a language, but what, if anything, does Charlie Parker's "Ah-Leu-Cha" say to us? If music isn't representational, then how should we understand its connection to the various emotions that it can express and invoke? (Or maybe these aren't genuine emotions: Samuel Barber's *Adagio for Strings* is widely described as sad, but what exactly are we—or is it—sad about? And why would we choose to listen to Mozart's *Requiem* if it genuinely terrified us?) Perhaps our musical descriptions and experiences are metaphorical in some way—but how, and why?

What exactly is a musical work anyway? Where, when and how do "Summertime," or "Stairway to Heaven," or "Shake Ya Tailfeather" exist? And what makes for a performance of one or the other (or of no work at all)?

What, if anything, guides a proper "listening" or understanding of a musical work? Does it require knowledge of relevant musical and cultural conventions, or of the composition's historical context, or even of the composer's intentions and guiding aesthetic philosophy? (Think of gamelan music; think of the Sgt. Pepper's album; think of John Cage.)

What determines whether a work, or a performance of it, is good? What role is played by beauty, grace, intensity and so on? And how objective are these aesthetic properties? Finally, why do we sometimes find music to be not just enjoyable, but intensely moving and even profound?

Requisite: Two courses in Philosophy or consent of the instructor. Omitted 2009-10. Professor Moore.

68. Seminar: Miracles. Many believe that Jesus Christ died through crucifixion and that several days later he was alive again. Most would consider such a resurrection a miracle, but precisely what is it about the event that makes it miraculous? Quite a few people claimed they saw Jesus alive after his death. Does such testimony make it rational to believe that Jesus in fact returned from the dead? Could any evidence, however reliable and abundant, ever make it rational to believe that a miracle took place? In order to pursue these questions, we shall have to examine more carefully such notions as law of nature, testimony, evidence, interpretation, and rationality. We shall do so through discussion of a range of classical and contemporary philosophical texts with special attention to the relevant writings of David Hume and Ludwig Wittgenstein.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor A. George.

69. Seminar: Well-Being and Well-Lived Lives. Moral philosophers, economists, political scientists, and psychologists all make use of the closely related concepts of well-being, welfare, utility, prudential value, and quality of life. Indeed, we all want what is good for us. But what does it mean to say that something is good for us? That we like it? That we want it? That it develops our essential capacities as human beings? Can we measure and compare different levels of well-being? What makes a life well lived? Are well-lived lives those that give us well-being? Or do other factors contribute to the quality of a life? What roles should the concepts of well-being and well-lived lives play in moral and political philosophy?

Requisite: Two courses in Philosophy. Omitted 2009-10. Professor Gentzler.

77. Senior Departmental Honors. Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to seniors with consent of the Department. Fall semester. The Department.

78. Departmental Honors Course. Required of candidates for Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to seniors with consent of the Department. Spring semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. Fall and spring semesters.

RELATED COURSES

Artificial Intelligence. See Computer Science 24.

Modern Classics in Political Philosophy. See Political Science 28.

The Political Thought of Kant, Hegel and Marx. See Political Science 40.

Ancient Political Philosophy. See Political Science 49.

Topics in Contemporary Political Philosophy. See Political Science 83.

Christianity, Philosophy, and History in the Nineteenth Century. See Religion 49.

The Problem of Evil. See Religion 51.

PHYSICAL EDUCATION

Athletic Director Coffey; Professors Morgan, and Thurston*; Coaches Arena, Augustin, Bagwell, Ballard, Bussard, Carmean, Everden, Faulstick, Garner, Gromacki, Hamm, Hixon, Hughes, Knerr, LaFountaine, McBride, Mills, Nedeau, Nichols, Paradis, Plumer, Prokopy, Robson, and Serpone.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective, and although there is no academic credit offered, transcript notation is given for successful completion of all courses.

Courses are offered on a quarter basis, two units per semester, and one unit during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information about the Physical Education Program from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the Department offers the following:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
   - (a) **Organized Recreational Classes,** in which team sports are organized, played, and supervised by Physical Education Department personnel, and
   - (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning all programs is available upon request from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook.*

PHYSICS

Professors, Hunter, Jagannathan†, and Zajonc*; Associate Professors Hall, Loinaz (Chair), and Friedman; Visiting Assistant Professors Bourgeois and Darnton; STINT Fellow Carlsund-Levin.

Physics is the study of the natural world emphasizing an understanding of phenomena in terms of fundamental interactions and basic laws. As such, physics underlies all of the natural sciences and pervades contemporary approaches to the study of the universe (astronomy and astrophysics), living systems (biophysics and neuroscience), chemistry (chemical physics), and earth systems (geophysics and environmental science). In addition, the relationship of physics to mathematics is deep, complex and rich. To reflect the broad range of activities pursued by people with training in physics, the department has developed a curriculum that provides a solid background in the fundamentals of physics while allowing some flexibility, particularly at the upper level, for students' interests in astronomy, biology, chemistry, computer science, geology, mathematics and neuroscience.

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*On leave 2009-10.

†On leave fall semester 2009-10.

The core physics program provides a course of study for those who are interested in physics as a liberal arts major, with career plans in diverse fields such as law, medicine, business and education. The department also provides a number of upper-level electives to deepen the background of those students intending to pursue careers in physics and closely related technical fields.

The sequence Physics 16, 17 may be taken by students who require two semesters of physics with laboratory. Mathematics 11 is a requisite for Physics 16. There is no additional mathematics requirement for Physics 17. Students interested in majoring in physics should take Physics 23 and 24 early in their college career. Those who have taken Physics 16 and 17 are also able to join the majors' stream, but they should discuss the transition with a faculty member as early as they can. The general content of the two sequences is similar, but the mathematical levels are different. Mathematics 12 is a requisite for Physics 24, but not for Physics 17. Hence, students who wish to major after completing Physics 17 should complete Mathematics 12.

Major Program. Students who wish to major in physics are required to take Mathematics 11 and 12, and Physics 23, 24 (or Physics 16, 17, but see above), 25, 26, 27, 30 (or Chemistry 43), 43, 47 and 48. Students may petition the Department to substitute an upper-level course in a related discipline for a required upper level departmental course. Students planning a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 52 is an advanced course in electromagnetic theory and will follow the required intermediate course on the subject, Physics 47; similarly, Physics 53, an advanced course in quantum mechanics, will follow Physics 48. Physics 60 is a course on General Relativity. Not all these electives may be offered every year, and from time to time, the department may offer other upper-level electives.

All Physics majors must take a written comprehensive examination in the second semester of their senior year, which they must pass as a requirement for graduation as a major.

General Education Physics Courses. The Physics Department offers a variety of courses for students not majoring in the sciences. Typically these courses do not assume any background beyond high-school mathematics. In most years, the department teaches several of these courses.

Departmental Honors Program. Students who wish to receive departmental Honors should enroll in Physics 77 and 78D in addition to completing the other requirements for the major. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide the student an opportunity to pursue, under faculty direction, in-depth research into a project in experimental and/or theoretical physics. Current experimental areas of research in the department include atomic and molecular physics, precision measurements and fundamental symmetries, Bose-Einstein condensation, ultra cold collisions, the quantum-classical frontier, non-linear dynamics, and phase transitions. Theoretical work is primarily in the area of High Energy and Elementary Particle physics, but faculty members pursue studies in quantum computers, foundations of quantum mechanics, and classical gravitation theory. In addition to apparatus for projects closely related to the continuing experimental research activity of faculty members, facilities are available for experimental projects in many other areas. Subject to availability of equipment and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students must submit a written thesis on the Honors work a few weeks before the end of their final semester (in late April for spring graduation). Students give a preliminary presentation of their work during the first semester, and a final presentation at the end of the second semester. In addition, they take oral examinations devoted primarily to the thesis work. The departmental recommendation for the various levels of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

09. Energy. We will develop the concept of energy from a Physics perspective. We will introduce the various forms that energy can take and discuss the mechanisms by which it can be generated, transmitted, and transformed. The law of conservation of energy will be introduced both as a useful tool, and as an example of a fundamental physical law. The environmental and financial costs and benefits of various methods of energy generation and consumption will be discussed. Demonstrations and hands-on laboratory experiences will be an integral part of the course. The course is intended for non-science majors and not for students who have either completed or intend to complete the equivalent of Physics 17 or Chemistry 10.

Requisite: A working knowledge of high-school algebra, geometry and trigonometry. Limited to 20 students. Spring semester. Professor Hunter.

14. Relativity, Cosmology, and Quantum Physics. Beginning with the roots of the principle of relativity in the work of Galileo and Newton, the course will discuss Einstein's Special Theory of Relativity in quantitative detail. The eighteenth- and nineteenth-century developments in electrodynamics and optics will be explored along the way. A qualitative outline of general relativity will be presented. The next topic will be the study of the structure of matter and forces on the small scale and the challenges posed by the quantum theory that best describes the microworld. The last topic of the semester will be the application of relativity and quantum physics to the early universe. The approach will be elementary but rigorous. The course is designed for the non-specialist audience; no advanced mathematics or prior physics will be required. The work will include readings and regular problem sets as well as a few essays. High school algebra and geometry will however be used extensively in class and in the problem sets.

Omitted 2009-10. Professor Jagannathan.

15. Scientific Computing. This course explores how computation can be used effectively to solve problems arising in scientific disciplines. It will provide insight into how numerical methods work, and how and where to apply them. Topics include numerical integration, solving systems of equations and differential equations, root finding, the fast Fourier transform, random number generation, curve fitting, error estimation, and simulation of physical systems. We will emphasize ways of constructing correct, efficient algorithms and of implementing those algorithms well. No previous programming experience is required, but quantitative aptitude is essential. Students will be expected to learn the basics of programming in the first few weeks and will do substantial programming throughout the semester.

Requisite: Mathematics 11 or consent of the instructor. Fall semester. STINT Fellow Carlsund-Levin.

16. Introductory Physics I: Mechanics and Wave Motion. The course will begin with a description of the motion of particles and introduce Newton's dynamical laws and a number of important force laws. We will apply these laws to a wide range of problems to gain a better understanding of them and to demonstrate the generality of the framework. The important concepts of work, mechanical energy, and linear and angular momentum will be introduced. The unifying idea of conservation laws will be discussed. The study of mechanical waves permits a natural transition from the dynamics of particles to the dynamics of waves, including the interference of waves. Additional topics may include fluid mechanics and rotational dynamics. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. Fall semester: Professors Bourgeois and Darnton. Spring semester: TBA.

17. Introductory Physics II: Electromagnetism and Optics. Most of the physical phenomena we encounter in everyday life are due to the electromagnetic force. This course will begin with Coulomb's law for the force between two charges at rest and introduce the electric field in this context. We will then discuss moving charges and the magnetic interaction between electric currents. The mathematical formulation of the basic laws in terms of the electric and magnetic fields will allow us to work towards the unified formulation originally given by Maxwell. His achievement has, as a gratifying outcome, the description of light as an electromagnetic wave. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics and optical experiments. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16 or 23. Fall semester: Professors Hall and Bourgeois. Spring semester: TBA

23. The Newtonian Synthesis: Dynamics of Particles and Systems, Waves. The idea that the same simple physical laws apply equally well in the terrestrial and celestial realms, called the Newtonian Synthesis, is a major intellectual development of the seventeenth century. It continues to be of vital importance in contemporary physics. In this course, we will explore the implications of this synthesis by combining Newton's dynamical laws with his Law of Universal Gravitation. We will solve a wide range of problems of motion by introducing a small number of additional forces. The concepts of work, kinetic energy, and potential energy will then be introduced. Conservation laws of momentum, energy, and angular momentum will be discussed, both as results following from the dynamical laws under restricted conditions and as general principles that go well beyond the original context of their deduction. Newton's laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. Fall semester. Professor Hunter.

24. The Maxwellian Synthesis: Dynamics of Charges and Fields, Optics. In the mid-nineteenth century, completing nearly a century of work by others, Maxwell developed an elegant set of equations describing the dynamical behavior of electromagnetic fields. A remarkable consequence of Maxwell's equations is that the wave theory of light is subsumed under electrodynamics. Moreover, we know from subsequent developments that the electromagnetic interaction largely determines the structure and properties of ordinary matter. The course will begin with Coulomb's Law but will quickly introduce the concept of the electric field. Moving charges and their connection with the magnetic field will be explored. Currents and electrical circuits will be studied. Faraday's introduction of the dynamics of the magnetic field and Maxwell's generalization of it will be discussed. Laboratory exercises will concentrate on circuits, electronic measuring instruments, and optics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 12 and Physics 16 or 23. Spring semester. Professor TBA.

25. Modern Physics. The theories of relativity (special and general) and the quantum theory constituted the revolutionary transformation of physics in the early twentieth century. Certain crucial experiments precipitated crises in our classical understanding to which these theories offered responses; in other instances, the theories implied strange and/or counterintuitive phenomena that were then investigated by crucial experiments. After an examination of the basics of Special Relativity, the quantum theory, and the important early experiments, we will consider their implications for model systems such as a particle in a box, the harmonic oscillator, and a simple version of the hydrogen atom. We will also explore the properties of nuclei and elementary particles, study lasers and photonics, and discuss some very recent experiments of interest in contemporary physics. Three class hours per week.

Requisite: Mathematics 12 and Physics 17 or 24. Fall semester. Professor Friedman.

26. Intermediate Laboratory. A variety of classic and topical experiments will be performed. In the area of fundamental constants, we will undertake a measurement of the speed of light, a determination of the ratio of Planck's constant to the charge of the electron through the study of the photoelectric effect, and an experiment to obtain the charge-to-mass ratio of the electron. We will study the wave nature of the electron through a diffraction experiment. An experiment to measure optical spectra and another on gamma ray spectra will reveal the power of spectroscopy for exploring the structure of matter. Other experiments such as nuclear magnetic resonance, quantized conductance in nanocontacts, and properties of superconductors will give students an opportunity to experience laboratory practice in its contemporary form. Emphasis will be placed on careful experimental work and data-analysis techniques. One meeting a week of discussion plus additional, weekly self-scheduled laboratory work.

Requisite: Physics 25 or consent of the instructor. Spring semester. Professor TBA.

27. Methods of Theoretical Physics. The course will present the mathematical methods frequently used in theoretical physics. The physical context and interpretation will be emphasized. Topics covered will include vector calculus, complex numbers, ordinary differential equations (including series solutions), partial differential equations, functions of a complex variable, and linear algebra. Four class hours per week.

Requisite: Mathematics 12 and Physics 17/24 or consent of the instructor. Fall semester. Professor Loinaz.

30. Statistical Mechanics and Thermodynamics. The basic laws of physics governing the behavior of microscopic particles are in certain respects simple. They give rise both to complex behavior of macroscopic aggregates of these particles, and more remarkably, to a new kind of simplicity. Thermodynamics focuses on the simplicity at the macroscopic level directly, and formulates its laws in terms of a few observable parameters like temperature and pressure. Statistical Mechanics, on the other hand, seeks to build a bridge between mechanics and thermodynamics, providing in the process, a basis for the latter, and pointing out the limits to its range of applicability. Statistical Mechanics also allows one to investigate, in principle, physical systems outside the range of validity of Thermodynamics. After an introduction to thermodynamic laws, we will consider a microscopic view of entropy, formulate the kinetic theory, and study several pertinent probability distributions including the classical Boltzmann distribution. Relying on a quantum picture of microscopic laws, we will study photon and phonon gases, chemical potential, classical and degenerate quantum ideal gases, and chemical and phase equilibria. Three class hours per week.

Requisite: Physics 25 or consent of the instructor. Spring semester. Professor TBA.

43. Dynamics. This course begins with the foundation of classical mechanics as formulated in Newton's Laws of Motion. We then use Hamilton's Principle of Least Action to arrive at an alternative formulation of mechanics in which the equations of motion are derived from energies rather than forces. This Lagrangian formulation has many virtues, among them a deeper insight into the connection between symmetries and conservation laws. From the Lagrangian formulation we will move to the Hamiltonian formulation and the discussion of dynamics in phase space, exploring various avenues for the transition from the classical to the quantum theory. We will study motion in a central force field, the derivation of Kepler's laws of planetary motion from Newton's law of gravity, two-body collisions, and physics in non-inertial reference frames. Other topics may include the dynamics of driven, damped oscillators, and nonlinear dynamics of chaotic systems. Three class hours per week.

Requisite: Physics 27 or consent of the instructor. Fall semester. Professor Loinaz.

46. Molecular and Cellular Biophysics. (Offered as Physics 46 and Chemistry 46.) How do the physical laws that dominate our lives change at the small length and energy scales of individual molecules? What design principles break down at the sub-cellular level and what new chemistry and physics becomes important? We will answer these questions by looking at bio-molecules, cellular substructures, and control mechanisms that work effectively in the microscopic world. How can we understand both the static and dynamic shape of proteins using the laws of thermodynamics and kinetics? How has the basic understanding of the smallest molecular motor in the world, ATP synthase, changed our understanding of friction and torque? We will explore new technologies, such as atomic force and single molecule microscopy that have allowed research into these areas. This course will address topics in each of the three major divisions of Biophysics: bio-molecular structure, biophysical techniques, and biological mechanisms.

Requisite: Chemistry 12, Physics 16/23, Physics 17/25, Biology 19 or evidence of equivalent coverage in pre-collegiate courses. Omitted 2009-10. Professor Darnton.

47. Electromagnetic Theory I. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Three class hours per week.

Requisite: Physics 17 or 24 and Physics 27 or consent of the instructor. Fall semester. Professor Hall.

48. Quantum Mechanics I. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Three class hours per week.

Requisite: Physics 25 and Physics 43 or consent of the instructor. Spring semester. Professor TBA.

57. Astroparticle Physics. (Offered as Astronomy 57 and Physics 57.) Taking off from an exploration of the Standard Model of elementary particles, and the physics of particle and radiation detection, this course will cover topics in the young field of Particle Astrophysics. This field bridges the fields of elementary particle physics and astrophysics and investigates processes in the universe using experimental methods from particle physics. An emphasis will be placed on current experiments and the scientific literature. Topics covered will include cosmic rays, neutrinos, the development of structure in the early universe, big bang nucleosynthesis, and culminate with our modern understanding of the nature of dark matter and dark energy in the expanding universe.

Requisite: Physics 48 or consent of instructor. Omitted 2009-10.

77. Senior Departmental Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for honors candidates, but open to other advanced students with the consent of the department. Fall semester. The Department.

78, 78D. Senior Departmental Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Spring semester. The Department.

97, 97H, 97, 98H. Special Topics. Independent Reading Course. Full or half course.

Fall and spring semesters.

PICK COLLOQUIA

The Pick Colloquia are part of the Pick Readership established in 1999 by Thomas and Sue Pick to include courses in environmental studies in the curriculum. Under the Readership, a faculty member is appointed to be the Pick Reader for three years, during which time he or she coordinates lectures and panel discussions on environmental themes and organizes one or two interdisciplinary colloquia on the environment each year. The Pick Reader also advises students interested in preparing themselves for careers in environmental studies and related fields.

05. Seminar on Fisheries. The dependency of many countries on marine organisms for food has resulted in severe population declines in cod, bluefin tuna, swordfish, and abalone, as well as numerous other marine organisms. In this seminar we will examine the sociological, political, and economic impacts of global depletion of fisheries. Questions addressed are: What is the scope of extinctions or potential extinctions due to over-harvesting of marine organisms? How are fisheries managed, and are some approaches to harvesting better than others? How do fisheries extinctions affect the society and economy of various countries, and ecosystem stabililty? How do cultural traditions of fishermen influence attempts to manage fisheries? Does aquaculture offer a sustainable alternative to overfishing the seas, and what is aquaculture's impact on ecosystem stability? Three class hours per week.

Requisite: Environmental Studies 12, Biology 23, or consent of the instructors. Not open to first-year students. Omitted 2009-10. Professors Temeles and Dizard.

08. Conservation Biology and the Reconstruction of Nature. In the waning decades of both the nineteenth and twentieth centuries, biologists struggled with one another and with the public over how to regard—and whether to regard at all—our nation's biotic patrimony. In the early twentieth century, the struggle was distilled into two choices: preservation or conservation. Conservation became the dominant expression of environmental policy. By the end of the twentieth century, however, it became clear that environmental policies were failing. Reflecting this, a number of prominent biologists and ecologists created a new subfield of biology, conservation biology, devoted to addressing what they see as a looming biodiversity crisis. A corollary of this emergent concern quickly emerged: we need to return key ecosystems to an approximation of what they were before humans intruded. In this colloquium, we will explore the interaction between biologists and the general public. In particular, we will critically examine the policies and projects that have recently been promoted by prominent conservation biologists. We will pay particular attention to proposals for large scale "rewilding" of North America (e.g., the proposal to return the Western Plains to a "Buffalo Commons").

Not open to first-year students. Omitted 2009-10. Professor Dizard.

POLITICAL SCIENCE

Professor Arkes*, Basu, Bumiller (Chair), Dumm‡, Machala, Marx, Mehta, Sarat, W. Taubman†, and Tiersky; Associate Professor Corrales†; Five College Professor Newbury; Loewenstein Fellow Lee; Five College Fellow Chow.

Major Program. Majors in Political Science must complete 10 courses for *rite* or 12 for honors in courses offered or approved by the Department, including at least one introductory course numbered 1 to 20 and at least one advanced seminar. In addition they must fulfill a distribution requirement and complete a core concentration within Political Science.

Introductory courses. These are courses numbered 1-20. Because these courses are designed to introduce students to the study of politics, the department recommends that they be taken in the first and second year. Students may count a maximum of two introductory courses toward their major.

Advanced Seminars. Courses numbered 70 and above are advanced seminars. Those courses have prerequisites, limited enrollment, and a substantial writing requirement.

Distribution Requirement. To fulfill the distribution requirement, majors must take one course in at least three of the following areas: American government and politics [AP]; comparative politics [CP]; gender and politics [GP]; politics, law, and public policy [LP]; international relations [IR]; and political theory [PT].

Core Concentration. Political Science majors shall also designate a core concentration within the major. The core concentration shall consist of a minimum of four courses organized around a theme chosen by the student in consultation with the advisor. Students may count up to two courses from outside the Political Science Department to fulfill the core requirement. These courses will count for the completion of the major. Ordinarily students shall designate a core concentration by the end of the sophomore year or at the time of the declaration of the major. Advisors will have the responsibility of certifying that graduating students have completed their core concentration requirement.

Honors in Political Science. Students who wish to be considered for graduation with Departmental Honors in Political Science must have a B+ cumulative average. They are admitted upon application in the first week of the fall semester of their senior year. The application consists of a brief description of their thesis topic—what it is, why it is important, how it is to be illuminated. Prospective applicants should consult with members of the Department during their junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as an advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

Candidates for Honors will normally take Political Science 77 and 78. Students may request a third thesis course in either the fall or the spring and, with the approval of their advisor, register for 77D or 78D. A first draft of the thesis will be submitted by the middle of January. At that time the candidate's advisor, in consultation with a second reader, will evaluate the draft and determine whether it merits the candidate's continuing in the Honor's program in the spring semester. Students continuing in the Honors program will receive a single grade for 77 and 78 upon the completion of the latter.

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*On leave 2009-10.

†On leave fall semester 2009-10.

‡On leave spring semester 2009-10.

01. Political Identities. [CP, GP] The assertion of group identities based on language, region, religion, race, gender, sexuality, and class, among others, has increasingly animated politics cross-nationally. However, the extent to which identities become politicized varies enormously across time and place. We will explore what it means to describe an identity as political. This exercise entails assessing the conditions under which states, civil societies, and political societies recognize certain identities while ignoring or repressing others. In other words, it entails analyzing the ways in which political processes make and remake identities. What do groups gain and lose from identity-based movements? And what are the broader implications of identity-based movements for democratic politics?

Limited to 30 students. Spring semester. Professor Basu.

03. Secrets and Lies. [AP] Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to Oliver North's claim that he lied to Congress in the name of a higher good, from the need to preserve secrets in the name of national security to the endless spinning of political campaigns, from President Kennedy's behavior during the Cuban missile crisis to current controversies concerning lies by the tobacco industry, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of regimes than in others? As we explore those questions we will discuss the place of candor and civility in politics; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in resistance and revolutionary movements. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example, *King Lear, Wag the Dog, Mr. Smith Goes to Washington, The Year of Living Dangerously,* and *Quiz Show*

Limited to 30 students. Fall semester. Professor Dumm.

04. The State. [CP, IR] Most humans live in territories that are controlled by a state. Why do different nations have different types of states? Why are some states more repressive than others, more war-prone than others, better promoters of development than others, more inclusive than others? How can we make sense of the varied reactions to state domination, ranging from active support to negotiated limits to apathy to vigorous contestation? Does globalization make states more or less democratic, more or less efficient, more or less able to promote development?

This course goes to the heart of current debates on the "state of the state." How significant is the state in an era in which its sovereignty is increasingly challenged both by global and domestic forces? What ought to be the proper role of the state in the twenty-first century? These questions are central to the current debates taking place—in the U.S. and abroad—on the extent to which countries should open up their economies, privatize social services, incorporate minorities and immigrants, recognize gay marriages, counterbalance U.S. pop culture, accommodate religious fundamentalism, etc. We will explore these questions by studying political theorists and empirical cases from around the world.

Limited to 30 students. Omitted 2009-10. Professor Corrales.

05. Politics, Statecraft, and the Art of Ruling. [AP, PT] In the teaching of the classic philosophers, the central questions of politics are questions of justice: What are the grounds of our judgment on the things that are just or unjust, right or wrong? What is the nature of the just, or the best, political order? What measures would we be "justified" in imposing with the force of "law"? What is the nature of that regime we would seek to preserve in this country—or, on the other hand, what are the regimes that we would be justified in resisting in other places, even with the force of arms? The problem of judgment must point to the principles, or the standards, of judgment, and to an understanding that is distinctly philosophic. But political men and women also need a certain sense of the ways of the world: the things that hold people in alliance or impart a movement to events; the ways in which the character of politics is affected by the presence of bureaucracies or elections; the arts of persuasion; the strains of rendering judgments. And the knowledge of these things must depend on experience. In this style of introduction to political science, a central place will be given over to the study of statesmen and politicians: Lincoln, Churchill, Eisenhower, but also Kennedy, Johnson, Reagan. The course will draw us back to Aristotle and Plato, to Machiavelli and the American Founders, but then it will also encompass the study of voting and campaigns, and the more recent politics of race and gender.

Limited to 30 students. Omitted 2009-10. Professor Arkes.

07. Leadership, Citizens and Democracy. [AP, CP] The paradox of American democracy, or of any democracy, is that effective self-government requires a perpetual struggle between the people and their leaders. Citizens must be active yet wary; governments must be effective yet accountable. The result is that democracy is frustrating and self-contradictory, even while it is the best, or the least bad system of government. In the world order, America's claim to an international leadership role is also based on a contradiction. The U.S. is simultaneously a Liberal Democracy and a Great Power, caught inevitably between democratic instincts and the responsibilities and temptations of having so much power.

Limited to 25 students. Omitted 2009-10. Professor Tiersky.

12. Political Obligations. [PT] The mark of the polity, or the political order, has always been the presence of "law"—the capacity to make decisions that are binding, or obligatory, for everyone within the territory. The roots of obligation and law are the same: "ligare," to bind. When the law imposes a decision, it restricts personal freedom and displaces "private choice" in favor of a public obligation, an obligation applied uniformly or universally. The law may commit us then on matters that run counter even to our own convictions, strongly held, about the things that are right or wrong, and even on matters of our private lives. The law may forbid people to discriminate on grounds of race even in their private businesses; the law may forbid abortions or, on the other hand, the law may compel the funding of abortions even by people who find them abhorrent. This state of affairs, this logic of the law, has always called out for justification, and in facing that question, we are led back to the original understanding of the connection between morality and law. The law can justify itself only if it can establish, as its ground, propositions about the things that are in principle right or wrong, just or unjust—which is to say, right or wrong, just or unjust, for others as well as ourselves. The questions of law and obligation then must point to the questions at the root of moral philosophy: What is the nature of the good or the just, and the grounds on which we may claim to "know" moral truths?

The course will proceed through a series of cases after it returns to the beginning of political philosophy and lays the groundwork for the argument. We will begin with Aristotle on the polis, and the debate between Abraham Lincoln and Stephen Douglas on "natural rights." We will draw on Kant and Hume, on Thomas Reid and Bertrand Russell, as we seek to set the groundwork in place. The argument of the course will then be unfolded further, and tested, through a train of cases and problems: conscientious objection, the war in Vietnam, the obligation to rescue, the claims of privacy. And the culmination will come on the issues of abortion, euthanasia, and assisted suicide.

Omitted 2009-10. Professor Arkes.

13. World Politics. [IR] This is an introductory course which examines the interaction of military, political, economic, social and cultural forces in present-day world politics. Close attention is paid to the complex relationship between two central components of this system: great power relations and global capitalist dynamics. Among the topics covered are hegemonic stability and the rise and fall of the great powers, the changing role of state sovereignty, the strengths and weaknesses of international civil society, as well as the role of justice and international/transnational legal institutions in world politics. Other issues to be discussed include the relations of the world's sole superpower (the United States) vis-à-vis the newly emerging geopolitical centers of power, namely the European Union, China, India and Russia, as well as such regions as the Middle East and Latin America. The course does not rely on a single theoretical framework; instead, we will follow in the path of such world classics as Kautylia, Sun Tzu, Thucydides, Clausewitz, Locke, Kant, and Karl Marx.

Limited to 30 students. Spring semester. Professor Machala.

18. The Social Organization of Law. (Offered as LJST 01 and Political Science 18 [LP].) Law in the United State is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders.

We will attend to the peculiar way the American legal system deals with human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatments of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict inquiries on others defined in legal terms? Here we will examine cases on self defense and capital punishment. throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

Limited to 100 students. Fall semester. Professor Sarat.

20. Rethinking Post-Colonial Nationalism. [CP] Nationalist fervor seemed likely to diminish once so-called Third World nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of social change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influences? Or was it insufficiently committed to universal principles? We will explore expressions of nationalism in democratic, revolutionary, religious nationalist, and ethnic separatist movements in the post-colonial world.

Fall semester. Professor Basu.

24. Human Rights Activism. (Offered as WAGS 32 and Political Science 24 [CP, GP].) This course is intended to give students a sense of the challenges and satisfactions involved in the practice of human rights work as well as a critical sense of how the discourses calling it forth developed and continue to evolve. We intend to provide specific historical and cultural context to selected areas in which human rights abuses of women and men have occurred, and to explore how differing traditions facilitate and inhibit activism within these areas. The semester will begin by exploring the historical growth of human rights discourse in Europe and the United States, culminating in the emergence of the post-World War II Universal Declaration. We will then turn to the proliferation of these discourses since the 1970s, including the growing importance of non-governmental organizations, many of them internationally based, the use of human rights discourse by a wide range of groups, and expanding meanings of human rights including new conceptions of women's human rights. The third part of the course will explore criticisms of human rights discourses, particularly the charge that for all their claims to universalism, these discourses reflect the values of European Enlightenment traditions which are inimical to conceptions of rights and justice that are grounded in culture and religion. Throughout the course, rights' workers will discuss their own experiences, abroad and in the U.S., and reflect on the relationship between their work and formal human rights discourse.

Spring semester. Professors Basu and Saxton.

25. Argentina, Brazil, Chile: Film and Politics of Democratization. (Offered as Spanish 88 and Political Science 25 [CP, GP].) This team-taught course will examine processes of democratization through the interdisciplinary lenses of political science and cultural/literary theory. By reviewing films, critical texts, cases, and causal arguments, we will explore the history of repressive regimes, the transitions to democracy, and the challenges of enhancing the "quality" of democracy in contemporary Argentina, Brazil and Chile.

The course will be taught twice a week. One day a week, the entire class will meet in one room. The other day, the class will break into two discussion groups, one of which will be conducted entirely in Spanish and will count specifically for Spanish majors. Command of Spanish is not required except for students interested in receiving credit for their Spanish major.

Requisite: Spanish 7 or consent of the instructor. Limited to 40 students. Omitted 2009-10. Professors Corrales and Suárez.

28. Modern Classics in Political Philosophy. [PT] This course will be an introduction to the study of modern political philosophy. The course is organized around four classic texts which will be considered chronologically; they are: Hobbes, *Leviathon*; Locke, *The Two Treatise of Government*; J.S. Mill, *On Liberty* and *Considerations on Representative Government*; and Nietszche, *Beyond Good and Evil*. The questions that will structure this study will include: What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform to the normative prescriptions that are proposed? What are the limits of legitimate political authority, and what are the philosophical justifications for them? What are the justifications underlying the various proposed institutional arrangements and under what conditions can these arrangements be legitimately suspended? Finally, does the organizing of political life of necessity do violence to a more noble conception of human potentiality?

Fall semester. Professor Mehta.

29. Women and Politics in Africa. (Offered as Political Science 29 [GS, CP], Black Studies 25 [A], and Women's and Gender Studies 61.) This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of post-colonial African policies. This course will also explore case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Spring semester. Five College Professor Newbury.

30. American Politics/Foreign Policy. [AP, IR] The attacks of September 11, the continuing war in Iraq and America's growing relative industrial decline, have cast a long shadow over current U.S. foreign policy. But while these events dominate much of the news, the purpose of this course will not be to analyze any specific foreign policies, but, instead, to examine how foreign policy is made in the United States. We will explore the domestic political, socio-economic and cultural forces which have historically shaped major foreign policy debates as well as the grand strategies which have sustained America's role in world affairs. After familiarizing ourselves with the four main foreign policy ideological traditions (Jeffersonian, Hamiltonian, Jacksonian and Wilsonian), which typically compete for political dominance, we will scrutinize how the rules set in the Constitution structure the foreign policy making process. Special attention will be paid to the shifting and evolving power of the Presidency, Congress, the mass media, public opinion, elections, think-tanks, ethnic, religious and class-based lobbies and grass roots social movements. The course will also examine the rise of the power elite and the national security state, the role of the military and intelligence agencies, the power of secrecy and deception, and the significance of the political psychology of presidents and their key advisors, as well as the function of gender in the making of foreign policy.

Limited to 70 students. Fall semester. Professor Machala.

32. Political Economy of Development. [CP, IR] This course surveys some of the principal themes in the political economy of lower-income countries. Questions will cover a broad terrain. What are the key characteristics of poor economies? Why did these countries fail to catch up economically with the West in the 20th century? Who are the key political actors? What are their beliefs, ideologies and motivations? What are their political constraints, locally, nationally and globally? We will review definitions of development, explanations for the wealth and poverty of nations, the role of ideas, positive and dysfunctional links between the state and business groups, the role of non-state actors, the causes and consequences of poverty, inequality, disease and corruption, the impact of financial globalization and trade opening, the role of the IMF and the World Bank, and the arguments of anti-developmentalists. We will look at the connection between regime type and development. (Are democracies at a disadvantage in promoting development?) We will also devote a couple of weeks to education in developing countries. We know education is a human good, but is it also an economic good? Does education stimulate economic growth? What are the obstacles to education expansion? We will not focus on a given region, but rather on themes. Familiarity with the politics or economics of some developing country is helpful but not necessary.

Limited to 25 students. Spring semester. Professor Corrales.

34. American Political Thought. [AP, PT] This course is a study of aspects of the canon of American political thought. While examining the roots of American thought in Puritanism and Quakerism, the primary focus will be on American transcendentalism and its impact on subsequent thought. Among those whose works we are likely to consider are Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Walt Whitman, W.E.B. DuBois, William James, Jane Addams, John Dewey, Martin Luther King, Hannah Arendt, Richard Rorty, and Stanley Cavell.

Not open to first-year students. Fall semester. Professor Dumm.

37. The American Founding. [PT, AP] Lincoln famously said at Gettysburg that the nation had been brought forth "four score and seven years" earlier. Counting back 87 years from Gettysburg brought the beginning of the republic to 1776, not 1789. The American Founding included the ingenious crafting of the Constitution, but the Founding, and the Union, did not begin with the Constitution. It began with the Declaration of Independence and the articulation of that "proposition" as Lincoln called it, which marked the character of the regime: "all men are created equal." From that proposition sprang the principle for government by consent, and as Lincoln and the Founders understood, the case in principle against slavery. Lincoln thought it a stroke of genius on the part of Jefferson that, on the occasion of a revolution, he inserted in the Declaration an "abstract truth applicable to all men and all times." And yet, now, that truth of the Declaration has become controversial; it is often denied on both sides of the political divide, by conservatives as well as liberals. But the claim for the Founders remains: if that central moral "truth" of the Declaration is not true, it may not be possible to give a coherent account of the American regime and the rights it was meant to secure.

The course will explore the writings and work of that uncommon generation that made the case for the American revolution and framed a "new order for the ages." The topics will include the political philosophy of "natural rights"; the debates during the Constitutional Convention in 1787, and during the contest over ratification; the Federalist and Anti-federalist papers; the political economy of the new Constitution; the jurisprudence of Alexander Hamilton, James Wilson, and John Marshall; and some of the leading cases in the founding period of the Supreme Court.

Omitted 2009-10. Professor Arkes.

40. The Political Thought of Kant, Hegel and Marx. [PT] This seminar will consider some of the main moral and political themes in the writings by Kant, Hegel and Marx. The readings will include Kant's *Critique of Practical Reason*, selections from Hegel's *Philosophy of Right* and his *Philosophy of History*, and selections from Marx's *Capital*. An underlying and organizing theme of this seminar will be the role of history in the political thought of these thinkers.

Limited to 30 students. Omitted 2009-10. Professor Mehta.

41. The American Constitution I: The Structure of Rights. [LP, AP] This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

Omitted 2009-10. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." [LP, AP] In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, The American Constitution I.)

Omitted 2009-10. Professor Arkes.

45. Contemporary Europe. [CP, IR] Decline and renewal of Europe. An analysis of Europe's role in the world order and the European Union (EU). What are Europe's strengths and weaknesses as an international power? Does Europe meet its responsibilities or is it content to be a free rider on the ambitions and policies of other countries? What is the European Union and what are its successes and failures? What is the relationship between various European countries and the EU, between national sovereignty and European integration? Is more European integration still the future of Europe or is there now "enough Europe"?

Limited to 25 students. Not open to first-year students. Fall semester. Professor Tiersky.

46. Case Studies in American Diplomacy. (Offered as History 49 [US] and Political Science 46 [AP, IR].) This course will combine the methods of diplomatic history and political science in examining critical moments and themes in American diplomacy. Our overall aim is to better understand the evolving position of the United States in world politics as well as domestic controversies over the character of America's global role. Specifically, we will assess the combined influence of racism and ethnicity as well as of religious and secular values and class interest on American diplomacy. We shall also investigate the major domestic political, social, economic and intellectual trends and impulses, (e.g., manifest destiny, isolationism and counter-isolationism, and containment) that have shaped American diplomacy; analyze competing visions for territorial conquests and interventions as advocated by various American elites; examine the methods used to extend the nation's borders, foreign trade and international influence and leadership; and seek to understand the impact of key foreign policy involvements and controversies on the character of the Presidency, Congress and party politics. Among the topics to be considered are the Federalist/Anti-Federalist debates over the scope of constitutional constraints on foreign policy, the Monroe Doctrine, the Mexican War, the imperialist/anti-imperialist debate, the great power diplomacies of Theodore Roosevelt, Woodrow Wilson and FDR, as well as key moments of American diplomacy during the Cold War (e.g., the origins of the Cold War, the Korean War, the Cuban Missile Crisis, the Vietnam War, and the end of the Cold War. One class meeting per week.

Limited to 35 students. Fall semester. Professors G. Levin and Machala.

48. Cuba: The Politics of Extremism. [CP, IR] The study of Cuba's politics presents opportunities to address issues of universal concern to social scientists and humanists in general, not just Latin Americanists. When is it rational to be radical? Why has Cuban politics forced so many individuals to adopt extreme positions? What are the causes of radical revolutions? Is pre-revolutionary Cuba a case of too little development, uneven development or too rapid development? What is the role of leaders: Do they make history, are they the product of history, or are they the makers of unintended histories? Was the revolution inevitable? Was it necessary? How are new (radical) states constructed? What is the role of foreign actors, existing political institutions, ethnicity, nationalism, religion and sexuality in this process? How does a small nation manage to become influential in world affairs, even altering the behavior of superpowers? What are the conditions that account for the survival of authoritarianism? To what extent is the revolution capable of self-reform? Is the current intention of state leaders of pursuing closed politics with open economics viable? What are the most effective mechanisms to change the regime? Why does the embargo survive? Why did Cubans (at home and abroad) care about Elián González? Although the readings will be mostly from social scientists, the course also includes selections from primary sources, literary works and films (of Cuban and non-Cuban origin). As with almost everything in politics, there are more than just two sides to the issue of Cuba. One aim of the course is to expose the students to as many different sides as possible.

Limited to 30 students. Spring semester. Professor Corrales.

49. Ancient Political Philosophy. [PT] This course provides an introduction to the political thought of Plato, Aristotle, and Saint Augustine. It is organized around classic texts which will be considered chronologically: Plato's *Republic* (selections); Aristotle's *Politics*, and *Nicomechian Ethics*; and St. Augustine's *City of God*. The questions that will structure this study will include: Why is the study of politics something about which we need and can have general theories? What is the significance and the status of an "ideal" polity with respect to actual polities? What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? How do questions of hierarchy and equality inform ancient thought. And finally, what is the status of philosophy itself in offering political prescriptions?

Spring semester. Professor Mehta.

51. The Political Economy of Petro States: Venezuela Compared. [CP, IR] This is a modified version of Political Science 32, The Political Economy of Development. The first half of the course is identical to 32, but the second half will have a different focus: the political economy of oil. This section will explore the extent to which oil is a "resource curse," the neo-structuralist notion that an abundance of a natural resource, in this case oil, is detrimental for development because it distorts economic incentives (away from diversification) and distorts politics (by facilitating corruption, raising the stakes of power-holding, increasing the chance for abuse of state power, and weakening society's capacity to hold the state accountable). We will examine these hypotheses by focusing on Venezuela, one of the world's leading oil producers. Until the 1980s, Venezuela was considered an example of democratization. In the 1990s, Venezuela became instead a paradigmatic case of policy incoherence. In the early 2000s, under the Hugo Chávez administration, Venezuela became a case of political polarization, and some argue, rising authoritarianism. The second half of this course will assess whether the resource-curse theory provides the best account of Venezuela's politics since the 1980s. To address this question, we will: (1) compare the resource-curse argument with other competing theories of development that might account for Venezuelan politics; and (2) compare the Venezuelan case with other cases in Latin America, Asia, the Middle East, and Africa. *This course fulfills requirements for the Five College Certificates in Latin American Studies and International Relations.*

Not open to students who have taken Political Science 32. Limited to 35 students. Omitted 2009-10. Professor Corrales.

56. Regulating Citizenship. [AP, PT] This course considers a fundamental issue that faces all democratic societies: How do we decide when and whether to include or exclude individuals from the rights and privileges of citizenship? In the context of immigration policy, this is an issue of state power to control boundaries and preserve national identity. The state also exercises penal power that justifies segregating and/or denying privileges to individuals faced with criminal sanctions. Citizenship is regulated not only through the direct exercise of force by the state, but also by educational systems, social norms, and private organizations. Exclusion is also the result of poverty, disability, and discrimination based on gender, race, age, and ethnic identity. This course will describe and examine the many forms of exclusion and inclusion that occur in contemporary democracies and raise questions about the purpose and justice of these processes. We will also explore models of social change that would promote more inclusive societies. This course will be conducted inside a correctional facility and enroll an equal number of Amherst students and residents of the facility. Permission to enroll will be granted on the basis of a questionnaire and personal interview with the instructor.

Admission with consent of the instructor. Limited to 12 students. Spring semester. Professor Bumiller.

59. The Politics of Moral Reasoning. [GP, PT] This course is an exploration of the connections between the experience of ordinary life and the judgments humans and citizens make concerning good and bad, and competing goods. We will use as the core text Stanley Cavell's *Cities of Words*, which organizes themes concerning moral reasoning around a series of thinkers—Emerson, Aristotle, Plato, Rawls, Nietzsche, Locke, Mill and others—and couples each thinker with a movie from the classic age of American cinema. While we will be relying on Cavell's study as a primary source, students will also be reading essays by the thinkers Cavell identifies. Each week we will discuss the reading in the first class exclusively, and then screen the film prior to the second class meeting, when we will broaden the discussion.

Not open to first-year students. Omitted 2009-10. Professor Dumm.

60. Punishment, Politics, and Culture. [AP, LP] Other than war, punishment is the most dramatic manifestation of state power. Whom a society punishes and how it punishes are key political questions as well as indicators of its character and the character of the people in whose name it acts. This course will explore the connections between punishment and politics with particular reference to the contemporary American situation. We will consider the ways crime and punishment have been politicized in recent national elections as well as the racialization of punishment in the United States. We will ask whether we punish too much and too severely, or too little and too leniently. We will examine particular modalities of punishment, e.g., maximum security prisons, torture, the death penalty, and inquire about the character of those charged with imposing those punishments, e.g., prison guards, executioners, etc. Among the questions we will discuss are: Does punishment express our noblest aspirations for justice or our basest desires for vengeance? Can it ever be an adequate expression of, or response to, the pain of victims of crime? When is it appropriate to forgive rather than punish? We will consider these questions in the context of arguments about the right way to deal with juvenile offenders, drug offenders, sexual predators ("Megan's Law"), rapists, and murderers. We will, in addition, discuss the meaning of punishment by examining its treatment in literature and popular culture. Readings may include selections from The Book of Job, Greek tragedy, Kafka, Nietzsche, Freud, George Herbert Mead, and contemporary treatments of punishment such as Foucault's *Discipline and Punish,* Butterfield's *All God's Children,* Scarry's *Body in Pain,* Garland's *Punishment in Modern Society,* Hart's *Punishment and Reasonability,* and Mailer's *Executioner's Song.* Films may include *The Shawshank Redemption, Dead Man Walking, Mrs. Soffel, Minority Report,* and *One Flew Over the Cuckoo's Nest*

Limited to 15 students. Spring semester. Professor Sarat.

63. Global Women's Activism. (Offered as WAGS 44 and Political Science 63.) Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps the most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Omitted 2009-10. Professor Basu.

70. The Political Theory of Globalization. [IR, PT] "Globalization" can mean many things. To some, it means equal integration of individual societies into worldwide political, economic and cultural processes. To others it means accentuated uneven economic development, accompanied by cultural imperialism, which merely exaggerates the political dependence of "peripheral" on "core" societies. For still others, globalization is shorthand for the social and cultural changes that follow when societies become linked with and, in an escalating way, dependent upon the world capitalist market. The idea that underlies these multiple meanings of globalization is the radical intensification of worldwide social relations and the lifting of social activities out of local and national conditions. The course will examine the major theoretical discourses raised by this idea, such as (1) the effect of globalizing material production on the formation of post-liberal democracy, (2) the nexus between globalizing cultural production and the politics of cosmopolitanism and "otherness," (3) the impact of globalizing communication technologies and mass consumerism on the formation of transnational "gated class communities," and (4) the relationship between the globalization of transnational class conflicts/interests/identities and transnational governance. We will also explore the connection between "late global capitalism" and liberal arts education in legitimizing the current global class dynamics. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: Two courses—one from each cluster or their equivalent: (a) Political Science 13, 20, 24, 32, 45, 63, 86, 89, Colloquium 18; (b) 28, 40, 76, 80, 81. Limited to 20 students. Omitted 2009-10. Professor Machala.

72. Culture and Politics in 20th-Century Europe. (Offered as Political Science 72 [CP, IR] and European Studies 35.) This seminar discusses political ideas, ideologies and political culture in 20th-century Europe. Some themes are Nationalism; Marxism, Socialism and Communism; Fascism; anti-Semitism; Existentialism; the "Century of Total War"; the year 1968; Pope John Paul II; Soccer Hooliganism; "The Idea of Europe," and the question of whether there is a "European identity." Throughout the course, ideas are connected to historical context. The syllabus is a mix of books and films. *This course can be taken as a regular course or it can fulfill the requirement for an advanced seminar in Political Science.*

Preference to Political Science and European Studies majors, and juniors and seniors. Limited to 20 students. Spring semester. Professor Tiersky.

73. U.S.-Latin American Relations. [CP, IR] Can small and non-powerful nations ever profit from a relationship with a more powerful hegemon? Who gains and who loses in this type of asymmetrical relationship? This seminar attempts to answer these questions by looking at the relations between the U.S. and Latin American nations. The seminar begins by presenting different ways in which intellectuals have tried to conceptualize and analyze the relations between the U.S. and Latin America. These approaches are then applied to different dimensions of the relationship: (1) intra-hemispheric relations prior to World War II (the sources of U.S. interventionism and the response of Latin America); (2) political and security issues after World War II (the role of the Cold War in the hemisphere and U.S. reaction to instability in the region, with special emphasis on Cuba in the early 1960s, Peru in the late 1960s, Chile in the early 1970s, The Falklands War and Nicaragua in the 1980s); and (3) economic and business issues (the politics of foreign direct investment and trade, and the debt crisis in the 1980s). Finally, we examine contemporary trends: the emerging hemispheric convergence, economic integration, drug trade, immigration, the defense of democracy regime, and the re-emergence of multilateral interventionism. *This course fulfills the requirement for an advanced seminar in political science.*

Requisite: Political Science 13 or its equivalent. Admission with consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Corrales.

74. Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. (Offered as Political Science 74 [GP, LP] and Law, Jurisprudence, and Social Thought 74.) This seminar explores how the civil rights movement began a process of social change and identity-based activism. We evaluate the successes and failures of "excluded" groups' efforts to use the law. We primarily focus on the recent scholarship of theorists, legal professionals, and activists to define "post-identity politics" strategies and to counteract the social processes that "normalize" persons on the basis of gender, sexuality, disability, and class. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: One introductory Political Science course or its equivalent. Limited to 15 students. Fall semester. Professor Bumiller.

75. Problems of International Politics. [CP, IR] The topic until further notice will be "Gorbachev, the End of the Cold War and the Collapse of the Soviet Union." When Mikhail Gorbachev became its leader in 1985, the Soviet Union, while plagued by internal and external troubles, was still one of the world's two superpowers. By 1991, the cold war was over, and on the day he left the Kremlin for the last time, December 25, 1991, the USSR ceased to exist. Of course, Gorbachev was not solely responsible for this upheaval. Developments in the USSR and the world prepared the way. But he set decisive change in motion, and no one else in the Soviet leadership would have done so. This course is therefore a case study of the impact of personality on politics, but also of the limits of that impact, and of the importance of other causes (economic, political, social, ideological, international) of events that changed the world. *This course fulfills the requirement for an advanced seminar in Political Science.*

Admission with consent of the instructor. Limited to 20 students. Spring semester. Professor Taubman.

76. Modern Social Theory. [PT] This course will consider the following broad questions with respect to Tocqueville, Marx, Durkheim and Weber: (1) What is the cement of society, i.e., what makes society a coherent unit of experience and analysis? (2) What are the rigidities and flexibilities in society, i.e., how do societies change, develop, and come apart? (3) What is the role of ideas in the cohesion and development of societies? (4) What normative constraints do the answers to the above questions place on societies? With respect to this question the focus in this course will be on the political constraints in contrast with, for instance, the technological, cultural or economic constraints. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. Spring semester. Professor Mehta.

77D. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to seniors who have satisfied the necessary requirements. Fall and spring semesters. The Department.

78. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to seniors who have satisfied the necessary requirements. Fall and spring semesters. The Department.

79. Seminar on War and Peace. [IR, PT] A conceptual and theoretical study of war and peace. The course is not a history of war or a policy study of wars today. The seminar considers a variety of cases across time and space to examine the causes and consequences of war and the possibilities of peace. Readings range from classical sources to contemporary debates, including Euripides, Quintus Curtius Rufus, Kant, Clausewitz, Sun Tsu, Margaret Mead, Gandhi; K. Waltz, Michael Walzer, and the Geneva Conventions. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Students should have some relevant background in the study of international relations, moral aspects of political life and/or international law. Limited to 20 students. Not open to first-year students. Spring semester. Professor Tiersky.

80. Contemporary Political Theory. [PT] A consideration of twentieth- and twenty-first-century Western political theory. Topics to be considered include the fate of modernity, identity and difference, power, representation, freedom, and the state. This year's readings may include works by the following authors: Freud, Weber, Benjamin, Heidegger, Arendt, Derrida, Foucault, Berlin, Butler, Connolly, and Agamben. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. Omitted 2009-10. Professor Dumm.

81. Taking Marx Seriously. [PT] Should Marx be given yet another chance? Is there anything left to gain by returning to texts whose earnest exegesis has occupied countless interpreters, both friendly and hostile, for generations? Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from his work, however poorly they understood it? Or, conversely, have we entered a new era in which post-Marxism has joined a host of other "post-"phenomena? This seminar will deal with these and related questions in the context of a close and critical reading of Marx's texts. The main themes we will discuss include Marx's conception of capitalist modernity, material and intellectual production, power, class conflicts and social consciousness, and his critique of alienation, bourgeois freedom and representative democracy. We will also examine Marx's theories of historical progress, capitalist exploitation, globalization and human emancipation. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Two of Political Science 13, 28, 40, 70, 76, 80. Limited to 15 students. Fall semester. Professor Machala.

82. United States Foreign Policy: Democracy and Human Rights. [IR, AP] Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. *This course fulfills the requirement for advanced seminar in Political Science.*

Admission with consent of the instructor. Omitted 2009-10.

83. Topics in Contemporary Political Philosophy. [PT] This seminar will consider works in political philosophy that have been published within the last decade. It will be organized around the following four topics: justice, equality, the normative force of history and ethical/cultural pluralism. The readings will include works by the following thinkers: John Rawls, Amartya Sen, Michael Sandel, Ronald Dworkin, Charles Taylor, Alistair MacIntyre, David Bromwich, Jurgen Habermas, Martha Nussbaum, Jean-Francois Lyotard, and Bikhu Parekh. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. Fall semester. Professor Mehta.

84. Seminar on International Politics: Global Resource Politics. [IR] An intensive investigation of new and emerging problems in international peace and security affairs. We will examine such issues as: international terrorism; global resource competition; the security implications of globalization; international migrations; transboundary environmental problems; illegal trafficking in guns, drugs, and people. Participants in the seminar will be required to choose a particular problem for in-depth investigation, entailing a study of the nature and evolution of the problem, the existing international response to it, and proposals for its solution. Students will prepare a major paper on the topic and give an oral presentation to the class on their findings. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 25 students. Omitted 2009-10.

85. States of Poverty. (Offered as Political Science 85 [AP, GP] and Women's and Gender Studies 85.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies. The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Some previous exposure to background material. Admission with consent of the instructor. Limited to 20 students. Spring semester. Professor Bumiller.

86. Globalization, Social Movements and Human Rights. (Offered as Political Science 86 [CP] and Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often accompanied the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. We will examine women's movements, environmental movements, and democracy movements in several regions of the world. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 13, 20, 31, 46, 48, 70, or 74. Limited to 25 students. Omitted 2009-10. Professor Basu.

87. Political Thought and Statecraft of Abraham Lincoln. [LP, PT] This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of the Political Science 12, 18, 41, 42, or 49. Limited to 25 students. Omitted 2009-10. Professor Arkes.

89. Markets and Democracy in Latin America. [CP, IR] In the 1980s an unprecedented process of change began in Latin America: nations turned toward democracy and the market. This seminar explores the literature on regime and economic change and, at the same time, encourages students to think about ways to study the post-reform period. The seminar begins by looking at the situation prior to the transition: the sources of Latin America's over expanded state, economic decay, political instability, and democratic deficit. The seminar then focuses directly on the processes of transition, paying particular attention to the challenges encountered. It explores, theoretically and empirically, the extent to which democracy and markets are compatible. The seminar then places Latin America's process of change in a global context: comparisons will be drawn with Asian and post-Socialist European cases. The seminar concludes with an overview of current shortcomings of the transition: Latin America's remaining international vulnerability (the Tequila Crisis of 1995 and the Asian Flu of 1997), the rise of crime, drug trade, and neopopulism, the cleavage between nationalists and internationalists, the prospects for further deepening of reforms and the political backlash against reforms in the 2000s. *This course fulfills the requirements of an advanced seminar in Political Science.*

Requisite: Some background in the economics and politics of developing areas. Limited to 15 students. Not open to first- and second-year students. Omitted 2009-10. Professor Corrales.

91. Documenting Change in Southeast Asia. [CP] This course is an advanced seminar that explores the political changes from the late colonial to the contemporary period in Southeast Asia. In this class we will look at the political and cultural inventions that have shaped Southeast Asia as a field of knowledge from the age of colonial expansion and consolidation of power in the region to the birth of the nation-state and its various incarnations in the nationalist era, independence, the cold war, civil wars, insurgencies, and the development era of the 1970s-1990s. Throughout this course, we will return to the recurring idea of Nationalism as the great defining movement of the twentieth century, encapsulating the spectrum of radical possibilities and counter-revolutionary politics as well as the unequal relations between the centers and margins of the nation-state. Politics, language, history and modern cultural identities have emerged as the products of cultural change and ingenuity. What falls under the lens of scholarship on Southeast Asia now include oral histories, photography, political art, and studies of technology. Documenting Change in Southeast Asia acknowledges the shifting landscape engendered by new sites of political power and protest, as well as new sites of theoretical interest. Students are invited to debate the frames of reference for each unit theme and to discuss different units. For a final paper, students are encouraged to compare countries as well as to think critically about any topic that takes up issues of political modernity in "Southeast Asia."

Limited to 20 students. Fall semester. Loewenstein Fellow Lee.

97, 98. Special Topics.
Fall and spring semesters.

RELATED COURSES

Post-Cold War American Diplomatic History. [AP, IR] See Colloquium 18.

American Diplomacy in the Middle East from the Second World War to the Iraq War. [AP, IR] See Colloquium 19.

Murder. See Law, Jurisprudence and Social Thought 20.

PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing medical school admission requirements. Entrance requirements for most medical schools will be satisfied by taking the following coruses: Mathematics 11, or Mathematics 05 and 06; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 23 and 24; Biology 18 and 19, or any two Biology courses with laboratory; and two English courses. Students interested in medicine or other health professions are supported by Dean Carolyn Bassett, the Health Professions Advisor in the Career Center, and by a faculty Health Professions Committee chaired by Professor William Loinaz. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students,* which has extensive information about preparation for health careers and suggestions about scheduling course requirements. The Guide may be found on the College's Website under Career Center.

PSYCHOLOGY

Professors Aries†, Demorest‡, Hart, Olver, and Raskin; Associate Professors Sanderson, Schulkind and Turgeon (Chair); Associate Professor Baird*; Keiter Visiting Assistant Professor Valdesolo; Visiting Professor Halgin.

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*On leave 2009-10
†On leave fall semester 2009-10.
‡On leave spring semester 2009-10.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology; starting with the class of 2011, students must take ten courses. The major is designed to ensure a comprehensive understanding of the content of the discipline and the skills required to work within it. The required introductory courses include Psychology 11, 12 and 22, which must be completed by the end of the junior year. It is strongly advised that these courses be taken on the Amherst campus. Students may place out of Psychology 11 by scoring a 4 or 5 on the Psychology Advanced Placement exam, scoring 5 or better on the Psychology International Baccalaureate exam, or completing an introductory psychology course at another college or university. Students may place out of Psychology 22 by scoring a 4 or 5 on the Statistics Advanced Placement exam or by taking a statistics class in another department (Economics 55, Mathematics 17). It is not possible to place out of Psychology 12. Students who place out of a required course must still take nine courses (starting with the class of 2011, ten courses). Additionally, to provide a thorough understanding of fundamental areas within psychology, students must choose one course from at least three of the following groups of intermediate-level courses:

Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).
Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).
Area 3: Psychopharmacology (Psych 25), Introduction to Neuroscience (Psych 26).
Area 4: Cognitive (Psych 33), Memory (Psych 34).

All students must also choose one advanced seminar to provide in-depth experience with advanced material that builds on prior work in an intermediate-level course. Advanced seminars may be chosen from the following courses: Clinical Inquiry (Psych 53), Close Relationships (Psych 54), Neurophysiology of Motivation (Psych 56), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychology and the Law (Psych 63), Music Cognition (Psych 66), Autobiographical Memory (Psych 68).

The three broad introductory classes (Psych 11, 12, and 22), and one intermediate seminar must be completed by the end of junior year. Starting with the class of 2010, in addition to completing Psych 11, 12, 22, one course from three of the four distribution areas, and an advanced seminar, majors will be required to complete one intermediate seminar by the end of junior year (to provide close attention to writing as well as experience with oral presentation), and a thesis. Intermediate seminars may be chosen from the following courses: Psychology of Food and Eating Disorders (Psych 17), Sports Psychology (Psych 35), Psychobiography (Psych 38), Sex Role Socialization (Psych 40), Gender, the Brain and Behavior (Psych 43), Social Psychology of Race (Psych 44), Environmental Psychology (Psych 46), Health Psychology (Psych 47), Social Cognition (Psych 51), History of Psychiatry (Psych 57).

Starting with the class of 2011, students must also pass a "qualifying exam" **prior** to declaring the major. The exam will cover material from Psychology 11 and Psychology 12 and will be scheduled at a set three-hour block during the first week of every semester.

Departmental Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. These three courses count towards the nine classes required for the major. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of a study conducted by the student. Theses that are an in depth investigation into a field of psychology, yet do not include the collection of data, may also be available. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester of the junior year. Students seeking to do Departmental Honors work must have a College-wide grade average of B+ or above.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

Fall semester: Limited to 120 students. Professor Sanderson. Spring semester: Limited to 50 students. Professor Schulkind.

12. Introduction to Biological Psychology. This course will examine how brain function regulates a broad range of mental processes and behaviors. We will discuss how neurons work and how the brain obtains information about the environment (sensory systems), regulates an organism's response to the environment (motor systems), controls basic functions necessary for survival such as eating, drinking, sex, and sleep, and mediates higher cognitive function such as memory and language. We will also consider the consequences of brain malfunction as manifested in various forms of disease and mental illness.

Limited to 75 students. Fall and spring semesters. Professor Turgeon.

17. Psychology of Food and Eating Disorders. Food shapes our lives in many ways that extend far beyond mere ingestive acts. Through a broad survey of basic and clinical research literature, we will explore how foods and food issues imbue our bodies, minds, and relationships. We will consider biological and psychological perspectives on various aspects of eating such as metabolism, neural mechanisms of hunger and satiety, metabolic disorders, dieting, pica, failure to thrive, starvation, taste preference and aversion, obesity, anxiety and depression relief, food taboos, bulimia, and the anorexias. Strong emphasis will be placed on biological mechanisms and controlled laboratory research with both human and animal subjects.

Requisite: Psychology 11 or 12. Limited to 15 students. Omitted 2009-10. Professor Baird.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. Limited to 40 students. Spring semester. Professor Sanderson.

21. Personality Psychology. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will also be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. Fall semester. Professor Demorest.

22. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. Limited to 30 students. Fall semester: Professor Schulkind. Spring semester: Keiter Visiting Professor Valdesolo.

25. Psychopharmacology. In this course we will examine the ways in which drugs act on the brain to alter behavior. We will review basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal recreational drugs as well as the use of psychotherapeutic drugs to treat mental illness. Examples from the primary scientific literature will demonstrate the various methods used to investigate mechanisms of drug action, the biological and behavioral consequences of drug use, and the nature of efforts to prevent or treat drug abuse.

Requisite: Psychology 12 or Psychology/Neuroscience 26, or consent of the instructor. Limited to 40 students. Fall semester. Professor Turgeon.

26. Introduction to Neuroscience. (Offered as Neuroscience 26 and Psychology 26.) An introduction to the structure and function of the nervous system, this course will explore the neural bases of behavior at the cellular and systems levels. Basic topics in neurobiology, neuroanatomy and physiological psychology will be covered with an emphasis on understanding how neuroscientists approach the study of the nervous system. Three class hours and three hours of laboratory per week.

Requisite: Psychology 12 or Biology 18 or 19. Limited to 36 students. Spring semester. Professors Turgeon and S. George.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. Limited to 25 students. Spring semester. Professor Olver.

28. Abnormal Psychology. A review of various forms of psychopathology including addictive, adjustment, anxiety, childhood, dissociative, impulse control, mood, organic, personality, psychophysiological, schizophrenic, and sexual disorders. Based on a review of contemporary research findings, lectures and discussion will focus on the most relevant approaches for understanding, diagnosing, and treating psychological disorders. The biopsychosocial model will serve as a basis for explaining the etiology of psychological disorders, and discussion will focus on empirically supported interventions for treating these conditions.

Requisite: Psychology 11 or 12, or consent of the instructor. Limited to 40 students. Fall semester. Professor Halgin (University of Massachusetts).

31. The Social Function of Emotion. Whether it involves deciding what's right or wrong, deciding who or how we love and desire, negotiating business relationships and power dynamics in the workplace, or managing intergroup competition and prejudice in the world at large, successfully navigating through the social landscape can be a complicated endeavor. Rationalist models of judgment and decision making have typically relegated the experience of emotions to, at best, an obstacle to be overcome, and at worst a necessarily biasing and corrupting force. By adopting a functionalist approach to emotion, this course will explore the ways in which emotional states shape our social interactions. In particular, we will seek to identify the conditions under which emotions can aid our decision making and facilitate social functioning.

Requisite: Psychology 11. Limited to 15 students. Omitted 2009-10. Keiter Visiting Professor Valdesolo.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited to 25 students. Spring semester. Professor Aries.

33. Cognitive Psychology. This course will examine how the mind extracts information from the environment, stores it for later use, and then retrieves it when it becomes useful. Initially, we will discuss how our eyes, ears, and brain turn light and sound into colors, objects, speech, and music. Next, we will look at how memory is organized and how it is used to accomplish a variety of tasks. Several memory models will be proposed and evaluated: Is our brain a large filing cabinet? a sophisticated computer? We will then apply these principles to understand issues like intelligence, thinking, and problem-solving. Throughout the course, we will discuss how damage to various parts of the brain affects our ability to learn and remember.

Requisite: Psychology 11 or 12. Limited to 40 students. Fall semester. Professor Schulkind.

34. Memory. This course will provide a comprehensive overview of the study of memory. We will begin by examining empirical research on memory for different kinds of content: factual information vs. personal events vs. cognitive skills. This research will be used to evaluate several contemporary models of memory. From there, we will examine how memory theories have been applied to understanding "real world" issues such as eyewitness testimony, and the false/recovered memory debate. We will also discuss developmental changes in memory—from infancy to old age. We will supplement our analysis of memory with evidence from the rapidly growing field of cognitive neuroscience.

Requisite: Psychology 11. Limited to 40 students. Spring semester. Professor Schulkind.

35. Sports Psychology. The field of sports psychology examines psychological variables that impact athletic participation and behavior. This course introduces students to theories and research across diverse areas of psychology, including social, cognitive, developmental, and clinical. Topics will include the role of goals and equity in providing motivation, strategies for successful performance, the use of imagery, attributions for successful versus unsuccessful performance, the predictors of aggression, the causes of the "homefield choke," effective approaches to coaching, the "hot-hand effect," the role of personality, the predictors of injury, and the impact of gender on athletics. This course will involve intensive participation in class discussion and many written assignments.

Requisite: Psychology 11. Limited to 15 students. Fall semester. Professor Sanderson.

36. Psychology of Aging. An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Fall semester. Professor Raskin.

38. Psychobiography: The Study of Lives. Psychobiography aims to apply psychological theory to understand the lives of significant figures. We begin this course with a consideration of what constitutes good and bad psychobiography. We then examine psychological theories that can be fruitfully applied to the study of individual lives, from traditional psychodynamic theories of the whole person (e.g., those of Freud, and Horney) to models focusing on important organizing variables (e.g., scripts and interpersonal styles). Next, we evaluate existing psychobiographies of important figures such as Leonardo Da Vinci, Emily Dickinson, and Joseph Stalin. Finally, each student prepares a psychobiographical term paper on a figure of his or her choice.

Requisite: Psychology 11. Limited to 15 students. Fall semester. Professor Demorest.

40. Sex Role Socialization. An examination of the processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12. Limited to 15 students. Fall semester. Professor Olver.

43. Gender, the Brain and Behavior. This course will explore a number of interrelated questions regarding gender and science. We will start by describing gender stereotypes: beliefs about the characteristics, abilities, traits, and behaviors that distinguish women and men. We will then examine the empirical investigations and scientific theories from the fields of biology and psychology that purport to define and explain gender differences. We will consider, for example, gender identity, sexual orientation, cognitive abilities and preferences, parenting, and communication styles. We will draw on scientific literature from the fields of evolutionary psychology, behavioral endocrinology, developmental biology, genetics, and developmental psychology. We will look closely at the nature of the evidence from both human and animal research as well as consider the political and social contexts in which gender differences and similarities are studied. We will conclude by questioning whether the doing of science is itself a gendered activity. This course will pay particular attention to the development of the students' skills in both writing and oral presentation.

Requisite: Psychology 11 or 12. Limited to 15 students. Omitted 2009-10. Professor Turgeon.

44. The Social Psychology of Race. (Offered as Psychology 44 and Black Studies 52 [US].) An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 15 students. Fall semester. Professor Hart.

45. Psychology of Morality. Morality can guide our behavior, stifling self-interest and promoting altruism. Yet, we can also point to many examples when our moral sense fails us—instances of hypocrisy, iniquity, or violence. This class will apply current psychological research to explore how and why morality influences our judgments and actions. We will place a specific emphasis on the relative roles of emotions and of principled reasoning in these processes. We will incorporate evidence and argument from the fields of evolutionary biology, philosophy, anthropology, social neuroscience, and social psychology to explore the effects of moral thinking and feeling on topics such as economic and legal decision making, political affiliation, helping behavior, aggression and social deviance.

Limited to 15 students. Fall semester. Keiter Visiting Professor Valdesolo.

46. Environmental Psychology. The field of environmental psychology emerged in response to our society's increasing concern about environmental problems. While it deals with applied problems, the field makes use of theory and research on basic psychological processes to study the relationship between people and their environments. This course introduces students to the methods and findings of the field. In the first half of the course we will examine empirical research on topics such as the effects of environmental qualities (e.g., temperature, light, air pollution) on human functioning; differences in environmental attitudes and activism as a function of various human factors (e.g., culture, personality, gender); and the influence of interventions (e.g., education, reward, punishment) on promoting conservation behavior. In the second half of the course, students will conduct their own research on a topic of their own choosing.

Requisite: Psychology 11 or consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Demorest.

47. Health Psychology. An introduction to the theories and methods of psychology as applied to health-related issues. We will consider theories of reasoned action/planned behavior, social cognition, and the health belief model. Topics will include personality and illness, addictive behaviors, psychoneuroimmunology, psychosocial factors predicting health service utilization and adherence to medical regimens, and framing of health-behavior messages and interventions.

Requisite: Psychology 11 or 12. Limited to 15 students. Omitted 2009-10. Professor Sanderson.

53. Clinical Psychology. This course will examine methods used by clinical psychologists to understand the psychology of individual personalities. The course will focus on the analysis of narrative imagery to decipher the dominant patterns of thinking, feeling, and behaving that reflect the way an individual organizes his/her experience of the world. We will study narratives freely generated (i.e., autobiographical reports) as well as those generated to a standard psychological test (i.e., the Thematic Apperception Test). In the second half of the course, students will each pick a psychological test to study in detail and will lead class meetings devoted to those tests.

Open to juniors and seniors. Limited to 15 students. Omitted 2009-10. Professor Demorest.

54. Close Relationships. An introduction to the study of close relationships using social-psychological theory and research. Topics will include interpersonal attraction, love and romance, sexuality, relationship development, communication, jealousy, conflict and dissolution, selfishness and altruism, loneliness, and therapeutic interventions. This is an upper-level seminar for the major requirement that requires intensive participation in class discussion and many written assignments.

Requisite: Psychology 20 or 21. Open to juniors and seniors. Admission with consent of the instructor. Limited to 15 students. Spring semester. Professor Sanderson.

56. Neurophysiology of Motivation. This course will explore in detail the neurophysiological underpinnings of basic motivational systems such as feeding, fear, and sex. Students will read original articles in the neuroanatomical, neurophysiological, and behavioral scientific literature. Key goals of this course will be to make students conversant with the most recent scientific findings and adept at research design and hypothesis testing.

Requisite: Psychology 12 or 26 and consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Baird.

57. History of Psychiatry. Though the history of madness is as old as humanity, the field of psychiatry has come of age over the past 300 years. The understanding and treatment of mental illness within the psychiatric profession has drawn upon neurological and medical, as well as psychological and psychodynamic points of view. An emerging field, Neuropsychoanalysis, attempts to integrate the two. This course will survey psychiatry's evolution, with special emphasis on the major contributions that have changed perspectives and directions in psychiatric medicine. We will also review the history of how mentally-ill patients have been housed, from custodial asylums to de-institutionalization and community-based programs, as a reflection of changing attitudes towards mental disease. Seminar. One class meeting per week.

Requisite: Psychology 11 and 12, or consent of the instructor. Limited to 15 students. Spring semester. Professor Raskin.

59. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 15 students. Omitted 2009-10. Professor Turgeon.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 12 or 26 or consent of the instructor. Limited to 15 students. Spring semester. Professor Raskin.

63. Psychology and the Law. Psychology strives to understand (and predict) human behavior. The law aims to control behavior and punish those who violate laws. At the intersection of these two disciplines are questions such as: Why do people obey the law? What are the most effective means for punishing transgressions so as to encourage compliance with the law? The idea that our legal system is the product of societal values forms the heart of this course. We will repeatedly return to that sentiment as we review social psychological principles, theories, and findings addressing how the principal actors in legal proceedings affect each other. We will survey research on such topics as: criminal versus civil procedure, juror selection criteria, juror decision-making, jury size and decision rule, the death penalty, insanity defense, and eyewitness reliability. To a lesser degree the course will also consider (1) issues that arise from the impact of ideas from clinical psychology and other mental health-related fields upon the legal system, and (2) the impact that the legal system has had upon the field of psychology.

Requisite: Psychology 20 and consent of the instructor. Limited to 15 students. Spring semester. Professor Hart.

66. Music Cognition. Current theories of cognitive psychology will be evaluated in light of what is known about the effects of musical stimuli on learning, memory, and emotion. The course will begin by examining how musical information is stored and, subsequently, retrieved from memory. Particular attention will be paid to comparing learning and memory of musical and non-musical stimuli. The course will also compare the behavior of trained and untrained musicians to determine how expertise influences cognitive performance. Finally, the course will consider the ability of music to elicit emotional responses and the psychological basis for its use in applied settings.

Requisite: Psychology 33. Limited to 15 students. Omitted 2009-10. Professor Schulkind.

68. Autobiographical Memory. Autobiographical memory encompasses everything we know about our personal past, from information as mundane as our Social Security number to the most inspirational moments of our lives. The course will begin by evaluating several theoretical frameworks that structure the field. We will consider how personal knowledge influences our sense of self and will examine both the contents of autobiographical memory and the contexts in which it functions, including eyewitness testimony, flashbulb memories, and the false/recovered memory controversy. We will discuss individual differences (gender and age) in autobiographical memory and will also examine the neurobiology of long-term memory and the consequences of damage to the system (i.e., dementia and amnesia). Finally, we will explore how social groups retain memories for important cultural events.

Requisite: Psychology 33 or 34. Omitted 2009-10. Professor Schulkind.

71. Psychopathology. This term, used for mental illness and mental distress, is defined by differing perspectives, i.e., medical model, family systems and psychodynamics. How the psychological and psychiatric communities define, and measure dysfunctional behavior depends upon these differing perspectives. We will review the ideas and concepts behind the definitions and descriptions of psychological and psychobiological disorders i.e., Schizophrenia, Obsessive Compulsive Disorder, and Attention Deficit Disorder. Students will write final papers on topics such as, whether specific diagnoses are scientifically or socially constructed, whether psychopathology is distress, disability or social deviance, and how a specific disorder can be understood from the point of view of depth psychology as well as underlying brain mechanisms.

Limited to 20 students. Fall semester. Professor Raskin.

77, 78, 78D. Senior Departmental Honors.

Open to senior majors in Psychology who have received departmental approval. Fall and spring semesters.

97, 97H, 98, 98H. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full or a half course.

Open to juniors and seniors with consent of the instructor. Fall and spring semesters.

RELIGION

Professors Doran‡, Niditch‡, and Wills; Associate Professor Heim (Chair); Assistant Professors A. Dole and Jaffer; Visiting Professor Reeder; Visiting Lecturers Sessions and Shapiro.

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‡On leave spring semester 2009-10.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11, "Introduction to Religion," Religion 64, "Theories of Religion," and six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. Rather, the emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Departmental Honors Program. Honors in Religion shall consist of Religion 11, Religion 64, and the thesis courses, Religion 77 and 78D, plus five additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11. Introduction to Religion. This course introduces students to the comparative study of religion by focusing on a major theme within two or more religious traditions. Traditions and topics will vary from year to year. In 2009-10, the major traditions will be Islam and Christianity, and the theme will be the contested and sometimes conflictual relationship between religious belief and intellectual reflection. Through a range of classical and modern sources we will explore autobiographical narratives of spiritual journeys in both traditions; differing conceptions of the nature and purpose of scriptural study; practices of formulating law and ethical precepts on the basis of tradition; and attitudes towards the place and content of primary and higher education. One class meeting each week will be dedicated to discussion of the assigned material.

Fall semester. Professors A. Dole and Jaffer.

13. Popular Religion. Religions, ancient or modern, are sometimes described as having two modalities or manifestations: the one institutional, of the establishment, the other, popular. The latter is sometimes branded as superstitious, idolatrous, syncretistic, heretical, or cultish. Yet we have come to realize that "popular" religion is frequently the religion of the majority, and that popular and classical threads tend to intertwine in religions as lived by actual adherents. People often express and experience their religiosity in ways related to but not strictly determined by their traditions' sacred officials, texts, and scholars. In the modern era, mass media have provided additional means of religious expression, communication, and community, raising new questions about popular religion. In this course we will explore examples from ancient and modern times, seeking to redefine our understanding of popular religion by looking at some of the most interesting ways human beings pursue and share religious experience within popular cultural contexts.

Topics for study include: ancient Israelite traditions concerning the dead; early Jewish omen texts; televangelist movements; modern apocalyptic groups such as Heaven's Gate; and recent films, television programs, and role-playing games rich in the occult or the overtly religious.

Omitted 2009-10. Professor Niditch.

15. Religion in Contemporary Fiction. Religion has always been grounded in storytelling. As myth, as folktale, as allegory, as parable, as speculation, the story form allows writer and reader to draw persuasive connections—and distinctions—between internal experience, the social world, the natural world, and a moral or cosmic order. As both religion and culture evolve, story remains fertile ground for setting and contesting their foundations. This course examines how a range of contemporary novelists speak to and through religion to engage the deep and incendiary matters of our times: cross-cultural tensions; science and health; sex and gender relations; global and local politics; war and the weapons of war; modernity vs. traditionalism; the fate of the earth; and of course the meaning of life and death. Texts address a variety of traditions and perspectives, including but not limited to: modern monastic Roman Catholicism, mainline and fundamentalist Protestantisms, modern Hindu India, Pakistani Islam, Tibetan Buddhism, Biblical and contemporary Judaism, Japanese folk religion, and American neopaganism.

Spring semester. Visiting Lecturer Shapiro.

16. Christianity as a Global Religion. Christianity is often thought of as a European or "Western" religion. This overlooks, however, much of the early history of Eastern Christianity and, more importantly, the present reality that Christianity is increasingly a religion of "non-Western" peoples, both in their ancestral homelands and abroad. This course will trace the global spread of Christianity from the first century forward, with emphasis on modern and contemporary developments. Attention will be given both to the thought and practice of Christian missionary movements and to the diverse forms of Christianity that have emerged in response to them. To what extent can European and American missionaries be seen simply as agents of colonialism—or of a neo-colonial globalization of consumer capitalism? In what ways and with what success has an imported Christianity been adapted to cultural settings beyond the sphere of Western "Christendom"? How have Christians outside "the West" understood themselves in relation to it? Particular attention will be given to the spread of Christianity in Africa and in Asia and to the presence in the United States of Christians of African and Asian descent.

Spring semester. Professor Wills.

17. The Islamic Religious Tradition. Islam is a religious tradition with 1400 years of history and over one billion adherents today in countries around the globe. This course will aim to equip students with the basic "vocabulary" needed to engage with the diversity of practices, sects, and intellectual currents found among Muslims over the course of this history. It will begin with Islam's scripture and sacred history. The course will then examine the ways in which Muslims have sought to live up to the demands of revelation in their lives by seeking the correct means of interpreting revelation and working out its implications in the fields of law, theology, and mysticism. Emphasis will be on the diversity of approaches Muslims have found to these questions and the means by which they contest the meaning of the tradition. The course will end by looking at Islam in the world today, the various ways in which Muslims view the significance of the religion in their lives, and trends in contemporary Islamic thought worldwide and in the United States.

Omitted 2009-10. Professor Jaffer.

18. Philosophy of Religion. (Offered as Religion 18 and Philosophy 19.) An examination of several major discussion topics in the analytic philosophy of religion: the ethics of religious belief, the "problem of religious language," the nature of God and the problem of evil. It would seem that it is always irrational to believe that statements about matters which transcend the realm of the empirical are true, since none of these statements can be directly supported by evidence. Thus it would seem that a great deal of religious belief is irrational. Is this the case, or can religious beliefs be supported by other means? Can philosophical reflection bring clarity to such puzzling matters as God's relationship to time, or the question of how a good and all-powerful God could permit the existence of evil? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided—i.e., does religious language work differently than the language we use to speak about ordinary objects?

Limited to 25 students. Omitted 2009-10. Professor A. Dole.

19. Religion in the United States. An introduction to the historical development and contemporary reality of religion in the United States. The course will survey three phases of historical development: the Atlantic world phase (origins through the American Revolution); the continental phase (from the Constitution to World War I); and the global phase (from World War I to the present). Attention will be given throughout to the changing shape of religious diversity, various (and often mutually opposed) efforts to reform society or forge consensus around religious ideals, and the intersection of religion and the realities of race. Emphasis will also be placed, especially with regard to the "global phase," on the complex relation of religious movements, ideals, and leaders to the United States' ever-increasing role as a world power.

Spring semester. Professor Wills.

20. Close Reading: The Classics of Judaism and Christianity. This seminar offers an opportunity for students to engage in the close reading of one or two classic works in the history of Judaism or Christianity. The texts chosen will vary from year to year. In 2007-08 the course focused on the parables of Jesus. The parables are often seen as the most distinctive feature of Jesus' teaching. We will explore what kind of a literary figure is a parable: is it an extended metaphor, or does it owe something to the *mashal* pronounced by prophets in the Hebrew Scriptures? Can one "get behind" the parable as articulated by each gospel writer to recover an "original" formulation? We will look not only at parables found in the canonical scripture, but also those found in other early Christian writings.

Omitted 2009-10. Professor Doran.

21. Ancient Israel. This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

Fall semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Omitted 2009-10. Professor Doran.

23. Introduction to Buddhist Traditions. (Offered as Religion 23 and Asian 15 [SA].) This course is an introduction to the diverse ideals, practices, and traditions of Buddhism from its origins in South Asia to its geographical and historical diffusion throughout Asia and, more recently, into the west. We will explore the Three Jewels—the Buddha, the Dharma, and the Sangha—and how they each provide refuge for those suffering in samsara (the endless cycle of rebirth). We will engage in close readings of the literary and philosophical texts central to Buddhism, as well as recent historical and anthropological studies of Buddhist traditions.

Fall semester. Professor Heim.

24. Muhammad. This course deals with the life of Muhammad, the founder and prophet of Islam. The first part of the course deals with the life of Muhammad as reflected in the writings of the early Muslim biographers and historians. It examines the crucial events of Muhammad's life (the beginning of revelation, the night journey, the emigration to Medina, and military campaigns) and focuses on the image of Muhammad in the eyes of the early Muslim community. The second part deals with the veneration of Muhammad in Muslim piety, and the representations of Muhammad in the arts (visual art, music, and literature).

Spring semester. Professor Jaffer.

26. Theravada Buddhism. (Offered as Religion 26 and Asian 69 [SA].) This course introduces the history and civilization of Theravada Buddhism. The Theravada (the "Doctrine of the Elders") is the dominant form of Buddhism in Sri Lanka, Cambodia, Laos, Thailand, and Myanmar (Burma); in recent decades it has also found a following in other regions in Asia and the west. We will trace the Theravada's origins as one of the earliest sectarian movements in India to its success and prestige as a religious civilization bridging South and Southeast Asia. We will also consider this tradition's encounter with modernity and its various adaptations and responses to challenges in the contemporary world. No previous background in Buddhism is required.

Omitted 2009-10. Professor Heim.

27. Buddhist Ethics. (Offered as Religion 27 and Asian 58.) A systematic exploration of the place of ethics and moral reasoning in Buddhist thought and practice. The scope of the course is wide, with examples drawn from the whole Buddhist world, but emphasis is on the particularity of different Buddhist visions of the ideal human life. Attention is given to the problems of the proper description of Buddhist ethics in a comparative perspective.

Spring semester. Professor Heim.

37. The Body in Ancient Judaism. The body is a template; the body encodes; the body is a statement of rebellion or convention, of individual attitude or of identity shared by a group. Dressed in one way or another or undressed, pierced or tattooed, shaggy or smooth, fed one way or another, sexually active or celibate, the body, viewed in parts or as a whole, may serve human beings as consummate and convenient expression of world-view. In this course we will explore ancient Israelite and early Jewish representations of the body juxtaposing ancient materials and modern theoretical and descriptive works. Specific topics include treatment of and attitudes towards the dead, hair customs, views of bodily purity, biblical euphemisms for sex, food prohibitions, circumcision, and God's body.

Omitted 2009-10. Professor Niditch.

38. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

Fall semester. Professor Niditch.

39. Women in Judaism. (Offered as religion 39 and Women's and Gender Studies 39.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal *(halakic)* and non-legal *(aggadic)* material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Omitted 2009-10. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Omitted 2009-10. Professor Niditch.

41. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology, which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Omitted 2009-10. Professor Niditch.

43. The Holy Wo/Man in Late Antiquity. The holy wo/man was accorded a special place in late antique society as a link between the human and the divine. Yet what was it about particular humans that drew groups to accord them this special status? Why does standing on a pillar or naked in the open air mark one as holy? In this course we will read lives of pagan, Jewish, and Christian men and women to explore why groups in late antiquity saw in these strange and wonderful rites traces of the divine, and in what way they reflected the values of their groups.

Omitted 2009-10. Professor Doran.

44. The Secret Jesus. Alongside the images of Jesus found in the canonical Gospels arose others that are less well known today but that were widespread in antiquity: stories about Jesus' parents, about his life as a young boy, stories of his non-death, enigmatic sayings and parables. In this course we will explore theses images as found in the apocryphal Gospels and in the Gnostic writings, and read closely the cryptic sayings of Jesus. We will also examine the images of Jesus in early Christian art.

Fall semester. Professor Doran.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

Fall semester. Professor Doran.

46. Inquisition, Heresy, and Popular Culture. This seminar explores the history and legacy of institutions and practices developed by the Roman Catholic Church to address heresy from the twelfth to nineteenth century. Using a combination of primary and secondary materials, we will examine the legal and theological foundations of heresy inquisition, the methods and procedures employed, the movements and offenses pursued, and the experiences and testimonies of men and women involved in such proceedings. Focusing on cases from various European polities and colonial dominions, we will address issues such as religious conformity and social control, the changing nature of orthodoxy and heterodoxy, the efficacy of evangelization and the sincerity of conversion, race, gender, class, and cultural dynamics, and the use of inquisition records as a window into popular beliefs and practices. Attention also will be given to pertinent scholarly interpretations and debates, related church pronouncements, and critically examining the image of "The Inquisition" in literature, the arts, and popular discourse.

Spring semester. Visiting Lecturer Sessions.

48. American Religious Thought: From Edwards to Emerson—and Beyond. The eighteenth-century Calvinist Jonathan Edwards and the nineteenth-century Transcendentalist Ralph Waldo Emerson are among the most complex and influential figures in the history of American religious thought—an influence that has grown, not receded, in recent decades. Both were innovative and very distinctive thinkers, yet each also serves as a major reference point for ongoing and centrally important tendencies in American religious life. American Evangelical Protestantism has for the most part long since departed from the Calvinism that Edwards espoused, yet many of its core convictions (e.g., the necessity for conversion and the prospects for a wider spread of Christianity in the world) nowhere receive a more powerful analysis and defense than in the works of Edwards. Emerson stands in similar relation to very different currents of thought and practice, both within and beyond American Protestantism, that emphasize self-realization and an inclusive, pluralistic attitude that draws insights from a diverse range of religious traditions. This course will closely examine selected texts by both figures, but will also place them in the context of New England religious thought from Puritanism to Transcendentalism and consider their engagement with some of the major issues of the period (e.g., issues of race and slavery). Attention will be given to the similarities that exist alongside their differences. The course will conclude by examining their relation to subsequent (and contemporary) trends in American religious thought and practice.

Fall semester. Professor Wills.

49. Christianity, Philosophy, and History in the Nineteenth Century. The nineteenth century saw developments within Western scholarship that profoundly challenged traditional understandings of Christianity. Immanuel Kant's critical philosophy had thrown the enterprise of theology into doubt by arguing that knowledge of anything outside space and time is impossible. During the same period, the growing awareness of Christianity's history and the emerging historical-critical study of the Bible brought into prominence the variability and contingency of the Christian tradition. Particularly in Germany, Christian intellectuals were to wrestle intensely with the problem of knowledge of God and the authority of tradition during this period. Should Christians adapt their understandings of fundamental points of Christian doctrine to advances in historical scholarship? Did developments within philosophy require the abandonment of reliance on claims about the nature of reality, and of human existence, which had been seen as essential to Christianity? This course will be devoted to tracking these discussions. Some of the authors to be treated are Kant, Schleiermacher, Hegel, Strauss, Kierkegaard, Newman, von Harnack, and Schweitzer.

Omitted 2009-10. Professor A. Dole.

50. Liberation and Twentieth-Century Christian Thought. In the middle of the nineteenth century Karl Marx characterized religion as "the opium of the people," a tool of the ruling classes to keep the poor in subjection. By the end of the century, in the face of rising unrest related to political and economic developments, Christian thinkers in Europe and the United States found themselves facing the question of the church's role in relation to questions of social and economic justice. Should Christianity be a force for radical social change in a progressive direction, or should Christians instead work for peace and "brotherly love" within existing social structures? This course will track the development of debates on these subjects, discussing the "Social Gospel," Christian pacifism and realism, German Christianity during the Nazi period, liberation theology and its descendants. Some of the authors to be treated are Adolf von Harnack, Kirby Page, Reinhold Niebuhr, Karl Barth, Dietrich Bonhoeffer, Gustavo Gutiérrez, James Cone, and Elizabeth Schüssler-Fiorenza.

Limited to 25 students. Omitted 2009-10. Professor A. Dole.

51. The Problem of Evil. (Offered as Religion 51 and Philosophy 29.) If God is *omnibenevolent*, then God would not *want* any creature to suffer evil; if God is *omniscient*, then God would *know how* to prevent any evil from occurring; and if God is *omnipotent*, then God would *be able* to prevent any evil from occurring. Does the obvious fact that there is evil in the world, then, give us reason to think that there is no such God? Alternatively: if an omnibenevolent, omniscient, and omnipotent God does exist, then what could possibly motivate such a God to permit the existence of evil? This course will survey recent philosophical discussions of these questions. We will read works by J. L. Mackie, Nelson Pike, John Hick, Alvin Plantinga, Robert and Marilyn Adams, and others.

Limited to 25 students. Spring semester. Professor A. Dole.

53. The Islamic Mystical Tradition. (Offered as Religion 53 and Asian 56) This course is a survey of the large complex of Islamic intellectual and social perspectives subsumed under the term Sufism. Sufi mystical philosophies, liturgical practices, and social organizations have been a major part of the Islamic tradition in all historical periods, and Sufism has also served as a primary creative force behind Islamic aesthetic expression in poetry, music, and the visual arts. In this course, we will attempt to understand the various significations of

Sufism by addressing both the world of ideas and socio-cultural practices. The course is divided into four modules: central themes and concepts going back to the earliest individuals who identified themselves as Sufis; the lives and works of two medieval Sufis; Sufi cosmology and metaphysics; Sufism as a global and multifarious trend in the modern world.

Spring semester. Professor Jaffer.

55. Islamic Intellectual Tradition. This course is an introduction to the most important philosophers and theologians in classical Islam. It uses primary sources (in English translation) to introduce the concepts that Muslim intellectuals articulated and the movements they engendered in the ninth through twelfth centuries. In this course, we will examine questions concerning the nature of God, the immortality of the human soul, causality and miracles, and the creation of the world. Although many of the philosophical and theological problems that we will examine first arose a thousand years ago, the problems are still the subject of debate throughout the Islamic world.

Fall semester. Professor Jaffer.

63. Suspicion and Religion. This course traces the rise of what has been termed the "hermeneutics of suspicion," particularly in connection with the criticism of religion. The discourse of suspicion arose out of the German Idealist tradition of the philosophy of religion, flourished in the later nineteenth century, and lives on in present-day academic and popular treatments of religion and of the study of religion. In this course we will read both the classical suspicious authors (Hegel, Feuerbach, Marx, Nietzsche, and Freud) as well as their latter-day descendants. In discussion of these two authors our primary concern will be to understand the characteristic structure and the appeal of suspicious treatments of religion; but we will also be interested in the question of what makes religion specifically an attractive target of suspicion.

Spring semester. Professor A. Dole.

64. The Nature of Religion: Theories and Methods in Religious Studies. What does religious studies study? How do its investigations proceed? Can a religion only be truly understood from within, by those who share its beliefs and values? Or, on the contrary, is only the person who stands "outside" religion equipped to study and truly understand it? Is there a generic "something" that we can properly call "religion" at all, or is the concept of religion, which emerged from European Enlightenment, inapplicable to other cultural contexts? This course will explore several of the most influential efforts to develop theories of religion and methods for its study. We will consider psychological, sociological, anthropological, and phenomenological theories of religion, along with recent challenges to such theories from thinkers associated with feminist, post-modern and post-colonial perspectives. One class meeting per week.

Spring semester. Professor Heim.

65. Religion in Scientific Perspective. The idea of "scientific explanations of religion" has a long history in the academy, and the fortunes of scientific explorations of religion have been mixed. But the past decade has seen the emergence of new approaches to this project, as a growing body of literature has applied the tools of the cognitive sciences and evolutionary theory to the study of religion. This course will survey the recent literature on the subject, and will bring this material into conversation with "classical" naturalistic theorizing concerning religion. We will read works by David Hume, Stewart Guthrie, Pascal Boyer, Scott Atran, Justin Barrett, Richard Dawkins, Robert Hinde, David Sloan Wilson, and others.

Omitted 2009-10. Professor A. Dole.

71. Buddhist Literary Cultures. This course studies Buddhist literature and literary aesthetics from South Asia, China, Tibet, Japan. We will consider several genres including biographies of the Buddha, hagiographies, sutras, epics, folk tales, poetry, short stories, plays, and novels. We will explore how literature may be uniquely empowered to generate and reflect certain sensibilities and to make certain truths known. We will also be focusing on what the texts mean for the people who write, hear, read, and preserve them and how these meanings occur over time. By examining how literary ideals inflect religious, ethical, and political values (and vice versa), we will be attentive to how literary communities and institutions work. Students in the course will experiment with writing and appreciating poetry by participating in a "Haiku Slam."

Omitted 2009-10. Professors Heim and Zamperini.

74. The Moral Self: A Comparative Inquiry. Religious thinkers and philosophers in many times and places have worked out conceptions of the human self or agent who has desires, emotions, character traits, and intentions, and have asked how these various aspects of human nature help or hinder moral progress. This course studies various classical and contemporary treatments of human moral capacity, including arguments that our identities and actions are not a function of our conscious agency, but of social and psychological forces of which we are largely unaware. We will read from a number of theorists (Foucault, Bourdieu, Butler, and others), but the course will be centered on a comparative analysis of the moral psychologies of the 13th century Christian figure Thomas Aquinas and the 5th century Buddhist figure, Bhadantacariya Buddhaghosa.

Fall semester. Professors Heim and Reeder.

77. Senior Departmental Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to seniors with consent of the instructors. Fall semester. The Department.

78D. Senior Departmental Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to seniors with consent of the instructor. Spring semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Fall and spring semesters. The Department.

RELATED COURSES

Indian Civilization. See Anthropology 21.

Religion and Society in the South Asian World. See Anthropology 34.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

The Reformation Era, 1500-1660. See History 29.

RUSSIAN

Professors Ciepiela (Chair), Peterson, Rabinowitz, and J. Taubman; Assistant Professor Wolfson; Visiting Assistant Professor Walling; Senior Lecturer Babyonyshev.

Major Program. The major program in Russian is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one discipline: literature, film, cultural studies, history, or politics. Eight courses are required for the major, including Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 04 and above will count for the major. Normally, two courses taken during a semester abroad in Russia may be counted; 14H and 15H together will count as one course. Additionally, all majors must elect either Russian 19 or 21 or an approved equivalent. Other courses will be chosen in consultation with the advisor from courses in Russian literature, film, culture, history and politics. Students are strongly encouraged to enroll in non-departmental courses in their chosen discipline.

Comprehensives. Students majoring in Russian must formally define a concentration within the major no later than the pre-registration period in the spring of the junior year. By the end of the add/drop period in the fall of the senior year, they will provide a four- or five-page draft essay which describes the primary focus of their studies as a Russian major. Throughout this process, majors will have the help of their advisors. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year, will be evaluated by a committee of departmental readers in a conference with the student. This, in addition to a one-hour translation exam taken in the fall of the senior year, will satisfy the comprehensive examination in Russian.

Departmental Honors Program. In addition to the above requirements for the major program, the Honors candidate will take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department. Students who anticipate writing an Honors essay in Russian history or politics should request permission to work under the direction of Five College Professor Glebov (History) or Professor William Taubman (Political Science). All Honors candidates should insure that their College program provides a sufficiently strong background in their chosen discipline.

Study Abroad. Majors are strongly encouraged to spend a semester or summer studying in Russia. Students potentially interested in study abroad should begin planning as early as possible in their Amherst career. They should consult members of the Department faculty and Janna Behrens, Director of International Experience, for information on approved programs and scholarship support. Other programs can be approved on a trial basis by petition to the Director of International Experience. Study in Russia is most rewarding after students have completed the equivalent of four or five semesters of college-level Russian, but some programs will accept students with less. One semester of study in Russia will ordinarily give Amherst College credit for four courses, two of which may be counted towards the major in Russian.

Summer language programs, internships, ecological and volunteer programs may be good alternatives for students whose other Amherst commitments make a semester away difficult or impossible. (Please note that Amherst College does not give credit for summer programs.) U.S.-based summer intensive programs can be used to accelerate acquisition of the language, and some of these programs provide scholarship support. Consult the department bulletin board in Webster and the department website for information on a wide variety of programs.

01. First-Year Russian I. Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing, and cultural competence. Five meetings per week.

Fall semester. Professor J. Taubman, Visiting Professor Walling, and the Department.

02. First-Year Russian II. Continuation of Russian 01.

Requisite: Russian 01 or equivalent. Spring semester. Professor J. Taubman, Visiting Professor Walling, and Senior Lecturer Babyonyshev.

03. Second-Year Russian I. This course stresses vocabulary building and continued development of speaking and listening skills. Active command of Russian grammar is steadily increased. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Five meetings per week, including a conversation hour and a drill session.

Requisite: Russian 02 or the equivalent. This will ordinarily appropriate course placement for students with 2 to 3 years of high school Russian. Fall semester. Professors Rabinowitz, Ciepiela, Senior Lecturer Babyonyshev and the Department.

04. Second-Year Russian II. Continuation of Russian 03.

Spring semester. Senior Lecturer Babyonyshev and TBA.

11. Third-Year Russian: Studies in Russian Language and Culture I. This course advances skills in reading, understanding, writing, and speaking Russian, with materials from twentieth-century culture. Readings include fiction by Chekhov, Babel, Olesha, Nabokov, and others. Conducted in Russian, with frequent writing and grammar assignments, in-class presentations, and occasional translation exercises. Two seminar-style meetings and one hour-long discussion section per week.

Requisite: Russian 04 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. Fall semester. Professor Wolfson and Senior Lecturer Babyonyshev.

12. Third-Year Russian: Studies in Russian Language and Culture II. We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Pushkin, Tolstoy, Gogol, Dostoevsky, Turgenev and Chekhov. Conducted in Russian, with frequent writing and translation assignments.

Requisite: Russian 11 or equivalent. Spring semester. Professor TBA.

14H. Advanced Intermediate Conversation and Composition. A half course designed for intermediate-level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will study and discuss Russian films of various genres. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Spring semester. Senior Lecturer Babyonyshev.

15H. Advanced Conversation and Composition. A half course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Major attention will be given to reading, discussion and interpretation of current Russian journalistic literature. This course will cover several basic subjects, including the situation of the Russian media, domestic and international politics, culture, and everyday life in Russia. Two hours per week.

Requisite: Russian 12 or consent of the instructor. Fall semester. Senior Lecturer Babyonyshev.

COURSES OFFERED IN ENGLISH

17. Strange Russian Writers: Gogol, Dostoevsky, Bulgakov, Nabokov, et al. A course that examines the stories and novels of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, include from the nineteenth century: Gogol ("Viy," "Diary of a Madman," "Ivan Shponka and His Aunt," "The Nose," "The Overcoat"); Dostoevsky ("The Double," "A Gentle Creature," "Bobok," "The Dream of a Ridiculous Man"); Tolstoy ("The Kreutzer Sonata," "Father Sergius"), and from the twentieth century: Olesha *(Envy)*; Platonov *(The Foundation Pit)*; Kharms' (Stories); Bulgakov *(The Master and Margarita)*; Nabokov *(The Eye, Despair)*; Erofeev *(Moscow Circles)*; Pelevin ("The Yellow Arrow"). Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention and, in doing so, reflect the writer Tatyana Tolstaya's claim that "Russia is broader and more diverse, stranger and more contradictory than any idea of it. It resists all theories about what makes it tick, confounds all the paths to its possible transformation." All readings in English translation.

Limited to 35 students. Not open to first-year students. Fall semester. Professor Rabinowitz.

18. Russian Lives. In this course we will study modern Russian cultural history by attending to how key social actors have been represented. Beginning with the 17th-century religious schism and continuing up through the present day, we will study the lives of the saint, the aristocrat, the peasant, the poet, the intellectual, the revolutionary, the exile, the leader, and the merchant. We will draw on memoirs and eyewitness accounts such as Archpriest Avvakum's "autobiography," the first example of the genre in Russia, Alexander Herzen's *My Life and Thoughts* (alongside Tom Stoppard's renovation of his story as a recently staged trilogy of plays, *Coast of Utopia*), the testimony of women terrorists like Vera Figner, and the diaries of average Soviet citizens during the Stalin era. We also will consider fictional renderings of typical or historical figures in various media, works like Ivan Turgenev's *A Huntsman's Sketches*, Sergei Eisenstein's film *Ivan the Terrible*, and Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovich*. No acquaintance with Russian language or culture is assumed.

Omitted 2009-10. Professor Ciepiela.

19. Russian Literature at the Frontier: Encounters with Eurasia. From medieval times to the present, Russians have defined themselves as positioned between Western and Eastern cultural traditions, claiming for themselves a unique role in an historic "clash of civilizations." This course closely examines influential representations, in literature and film, of Russia's encounter with the peoples on the southern and eastern borders of Imperial, Soviet, and contemporary Russia. Beginning with the depiction of pagan "others" in the ancient monastic chronicles and narrative poetry of early Russia's Orthodox civilization, the course will focus on the secular literature of Imperial Russia, reading attentively the texts that shaped popular conceptions of the "natives" with whom Russians battled, traded, and incorporated into their own sense of a non-Western identity. We shall examine the long history of Russian "Orientalism" in poems, stories, and films that powerfully imposed or challenged racial stereotypes of the tribal peoples of the Caucasus and Central Asia. And we shall follow the development in more recent times of the ideology of "Eurasianism," which proclaims Russia to be the historic center of an emerging civilization that blends the races and cultures of East and West. Inevitably, the course will pause occasionally to consider comparisons and contrasts with the North American encounter with the indigenous peoples on its borders. Works to be studied include Russian literary classics by Pushkin, Lermontov, Gogol, and Tolstoy as well as more recent Soviet and post-Soviet depictions of Russia's "inner Asia" in film and writing. All readings in translation with special assignments for any students who read Russian.

Omitted 2009-10. Professor Peterson.

21. The Rise of the Russian Novel. How and why did Russian culture produce world-famous fiction in the first half of the nineteenth century? This course traces the evolution of innovative narrative forms in Russian story-telling from Pushkin's novel-in-verse, *Eugene Onegin*, to the early works of Dostoevsky and Tolstoy. We shall pay particular attention to the characteristic Russian mimicry and parody of Western literary conventions in the short stories of Pushkin and Gogol before examining the experimental novel-length fiction of Lermontov (*A Hero of Our Time*) and Turgenev (*Fathers and Sons*). The course also introduces important lesser-known writers like Pavlova, Aksakov, and Leskov who contributed greatly to the rise of a distinctive Russian prose tradition. Readings in translation, with special assignments for those able to do reading in Russian.

Fall semester. Professor Peterson.

22. Survey of Russian Literature From Dostoevsky to Nabokov. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian émigré literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, and Nabokov. The evaluation of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth. Conducted in English.

Spring semester. Professor Rabinowitz.

23. Russian Literature in the Twentieth Century. The Russian intelligentsia expected its writers to be the conscience of the nation, twentieth-century saints, or, as Solzhenitsyn put it, "a second government." Stalin demanded that writers be "engineers of men's souls." Are these two visions all that different? Did the avant-garde's view that art should change the world and the intelligentsia's moralizing tradition open the door for the excesses of Stalinism and Socialist

Realism? Has the fall of the Soviet regime liberated Russian writers or deprived them of their most powerful subject? In search of answers, we will study major works of twentieth-century prose, and some poetry, by Zamiatin, Mayakovsky, Akhmatova, Babel, Platonov, Bulgakov *(The Master and Margarita)*, Olesha, Solzhenitsyn, Sinyavsky, Brodsky, Chukovskaya, and others. We will pay considerable attention to parallel developments in the visual arts, using materials from the College's Thomas P. Whitney Collection. Conducted in English, all readings in translation (students who read Russian will be given special assignments). Two meetings per week.

Limited to 20 students. Omitted 2009-10. Professor Wolfson.

25. Seminar on One Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.

Limited to 20 students. Not open to first-year students. Omitted 2009-10. Professor Peterson.

27. Fyodor Dostoevsky. Among the many paradoxes Dostoevsky presents is the paradox of his own achievement. Perceived as the most "Russian" of Russian writers, he finds many enthusiastic readers in the West. A nineteenth-century author, urgently engaged in the debates of his time, his work remains relevant today. The most influential theorists of the novel feel called upon to account for the Dostoevsky phenomenon. How can we understand Dostoevsky's appeal to so many audiences? This broad question will inform our reading of Dostoevsky's fiction, as we consider its social-critical, metaphysical, psychological, and formal significance. We will begin with several early works ("Notes from Underground," "The Double") whose concerns persist and develop in the great novels that are the focus of the course: *Crime and Punishment*, *The Idiot* and *The Brothers Karamazov.* All readings and discussion in English. Conducted as a seminar. Two class meetings per week.

Fall semester. Professor Ciepiela.

28. Tolstoy. Count Leo Tolstoy's life and writings encompass self-contradictions equaled in scale only by the immensity of his talent: the aristocrat who renounced his wealth, the former army officer who preached nonresistance to evil, the father of thirteen children who advocated total chastity within marriage and, of course, the writer of titanic stature who repudiated all he had previously written, including *War and Peace* and *Anna Karenina.* We will read these two masterworks in depth, along with other fictional and non-fictional writings ("The History of Yesterday," *Childhood, Strider, Confession, Sebastopol Stories, The Death of Ivan Ilyich,* "What Is Art?"), as we explore his abiding search for the meaning of ever-inaccessible "self," his far-reaching artistic innovations, and his evolving views on history, the family, war, death, religion, art, and education. Conducted in English, all readings in translation, with special assignments for students who read Russian. Two class meetings per week.

Limited to 20 students. Spring semester. Professor Wolfson.

29. Russian and Soviet Film. Lenin declared "For us, cinema is the most important art," and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in 1930s Hollywood, became the favored genres. The innovative Soviet directors of the 1960s and 1970s (Tarkovsky, Parajanov, Abuladze, Muratova) moved away from politics and even narrative toward "film poetry." Post-Soviet Russian cinema has struggled to define a new identity, and may finally be succeeding. This course will introduce the student to the great Russian and Soviet film tradition. Conducted in English. Two class meetings and one or two required screenings a week.

Omitted 2009-10. Professor Wolfson.

34. Birth of the Avant-Garde: Modern Poetry and Culture in France and Russia, 1870-1930. (Offered as European Studies 34 and Russian 34.) Between the mid-nineteenth century and the mid-twentieth century, poetry was revolutionized both in France and in Russia; nowhere else did the avant-garde proliferate more extravagantly. This class will focus on the key period in the emergence of literary modernity that began with Symbolism and culminated with Surrealism and Constructivism.With the advent of modernism, the poem became a "global phenomenon" that circulated among different languages and different cultures, part of a process of cross-fertilization. An increasingly hybrid genre, avant-garde poetry went beyond its own boundaries by drawing into itself prose literature, philosophy, music, and the visual and performing arts. The relation between the artistic and the literary avant-garde will be an essential concern.We will be reading Rimbaud; the French Symbolists (Mallarmé, Laforgue, Valéry); the Russian Symbolists (Blok, Bely); Apollinaire, Dada, and the Surrealists (Breton, Eluard, Desnos, Char, Michaux); and the Russian avant-garde poets (Mayakovsky, Pasternak, Khlebnikov, Tsvetaeva).Our study of the arts will include Symbolism (Moreau, Redon); Fauvism (Matisse, Derain, Vlaminck); Cubism, Dada, and early Surrealism (Duchamp, Ernst, Dali, Artaud); the "World of Art" movement; Primitivism and Constructivism (Goncharova, Malevich, Rodchenko, Eisenstein). Course will be taught in English. Students who read fluently in French and/or Russian will be encouraged to read the material in the original language.

Spring semester. Professors Ciepiela and L. Katsaros.

ADVANCED LITERARY SEMINARS

43. Advanced Studies in Russian Literature and Culture I. The topic changes every year. This year's theme will be the selected Russian prose of Vladimir Nabokov. Taught entirely in Russian.

Fall semester. Senior Lecturer Babyonyshev.

44. Advanced Studies in Russian Literature and Culture II. The topic changes every year, and will be announced in the fall.

Spring semester. Professor TBA.

77, 78. Senior Departmental Honors. Meetings to be arranged. Open to, and required of, seniors writing a thesis.

Fall and spring semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

Fall and spring semesters. The Department.

RELATED COURSE

Problems of International Politics. See Political Science 75.

SPANISH

Professors Maraniss (Chair) and Stavans; Associate Professor Suárez‡; Assistant Professor Brenneis; Lecturers Ferrer-Medina, Garcia, Maillo, and Nieto-Cuebas; Visiting Lecturer Twardy.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions. We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. Courses are categorized according to level of difficulty and focus:

A. Language Courses
B. Panoramic Introductions
C. Nation-Specific Studies
D. Courses Specialized by Author and Text
E. Thematic Analyses

To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

Major Program. The Department of Spanish expects its majors to be fluent in Spanish and to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

The following requirements for a major in Spanish (both *rite* and with Departmental Honors) will apply. The major will consist of a minimum of nine courses in the literatures and cultures of Spanish-speaking peoples. All courses offered by the Department above Spanish 03 will count for the major. Five of those courses must be taken from the Spanish offerings at Amherst College. Please note: Beginning with academic year 2009-10, majors will be required to enroll in a course that stresses the use of critical research tools. Courses designed to fulfill this requirement are marked "RC" for Research Course in the course description. Courses enrolled abroad or outside the Department will require departmental approval. Students who take language courses are expected to continue on to the culture courses. Once enrolled in a culture course (courses numbered 16 and up) students may not go back to take a language course and receive credit toward the Spanish major. Only one pass/fail course will count toward the major.

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‡On leave second semester 2009-10.

Comprehensive Exam. Spanish Majors will be required to take a written comprehensive exam, to be offered during the month of March of the senior year. The exam is as follows: On the Department's web page there is a list of *foundational texts*, organized according to geographical areas: Spain, Latin America, and U.S. Latinos. By October 15 students taking the exam must notify the Department of their selection of a total of twelve works, four per geographical area. In order to understand these works in context, students are responsible for finding secondary sources as well as engaging in conversation with their advisors and other members of the faculty. In March students will receive three individualized questions about the works they have chosen, their significance and interconnections—historical, cultural, and aesthetic. Majors will be given one week to complete this exam at a time to be determined by the Department. Each answer must be written in Spanish, with a length of no more than three typed pages, for a total of nine pages. Tenured and tenure-track professors in the Department will evaluate the exam. Students will be notified whether they passed or failed no later than two weeks after the exam is submitted. If all or parts of the exam are considered inadequate, majors will be given one chance to re-write the exam. If after re-writing the exam is still unacceptable, majors will be considered for an oral exam.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon completion of the thesis. Candidates will normally elect 77 and 78 during fall and spring semesters of their senior year.

Combined Majors. Both *rite* and Departmental Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Art and Art History. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the Committee on Academic Standing and Special Majors, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Latin America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

LANGUAGE COURSES (1-14)

01. Elementary Spanish. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares students for Spanish 03. Limited to 15 students. Fall semester: Lecturer Nieto-

Cuebas, Visiting Lecturer Twardy and Assistants. Spring semester: Lecturer Nieto-Cuebas and Assistants.

03. Intermediate Spanish. A continuation of Spanish 01. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant. Prepares students for Spanish 05.

For students with less than three years of secondary school Spanish who score 3 or 4 on the Advanced Placement Examination. Limited to 15 students. Fall semester: Lecturers Maillo and Garcia, and Assistants. Spring semester: Lecturers Ferrer-Medina and Garcia and Assistants.

05. Advanced Spanish. While expanding on the grammar essentials covered in Spanish 3, this course helps the student further develop listening, speaking, reading, and writing skills in Spanish. It is directed toward students who already have a good linguistic-communicative competency, broadening their contact with different kinds of texts, deepening their grammatical understanding, and enabling them to communicate through a variety of forms and registers. Upon completing the course, students should be able to make themselves understood with accuracy and fluency and participate easily in a wide range of formal and informal communicative situations. An array of literary texts and readings, not ordinarily considered literature and films, will be used. Three hours a week in class plus one hour with a language assistant. Conducted entirely in Spanish. Prepares students for Spanish 7 and literature courses. This course counts for the major.

Requisite: Spanish 3 or permission of Language Coordinator. Limited to 15 students. Fall and spring semesters. Lecturer Maillo and Assistants.

06. Spanish Conversation. This course emphasizes fluency speaking and is designed to provide students the opportunity to practice the language through discussion of selected texts and topics of interest. Spanish 6 prepares students to express opinions, ideas, points of view and critiques on debates, readings and films. With this goal in mind, this course will also provide exposure to other language skills important to the development of fluency in speaking Spanish. The course will meet for three hours per week with the instructor and one hour with a teaching assistant. This course counts for the major.

For students who have completed Spanish 05 or with permission of Language Coordinator. Limited to 15 students. Fall semester: Visiting Lecturer Twardy and Assistants. Spring semester: Lecturer Ferrer-Medina and Assistants.

07. Spanish Composition. In this course students will learn how to approach writing as a process. The emphasis is on writing as a communicative act rather than as a mere language exercise. As such, emphasis is given to the interaction between the author and the text, the target audience, and the purpose and message of the final product. In order to develop the necessary skills that good writers should have, the course will focus on expanding vocabulary, exploring rhetorical techniques for organizing information, developing strategies for writing, and characterizing the target audience(s). At the same time we will insist upon critical readings, and the processes of revising and editing. In addition, this course includes the study of written texts (narrative, description, poems, reports, essays, letters, etc.), and of literature's many genres and subgenres (prose, poetry, drama, etc.). This course counts for the major. Conducted entirely in Spanish.

Requisite: Spanish 05 or with permission of Language Coordinator. Limited to 15 students. Fall and spring semesters. Lecturer Garcia.

09. Spanish for Heritage Speakers. This course is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. Generally, these are learners who were raised in homes where Spanish was spoken. The course is designed to build on the language base students already possess. Spanish-speaking students are not viewed as using an "improper" form of Spanish that is incorrect or needs to be eliminated. Rather, their language is viewed as an extremely valid means of oral communication. The primary purpose of this course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) are emphasized via cultural and community activities.

Limited to 15 students. Fall and spring semesters. Lecturer Nieto-Cuebas.

11. Readings in Hispanic Literature. This course gives students the tools and critical vocabulary for advanced work reading the canon of Hispanic literatures (Spain, Latin America, and the Caribbean Basin). Students will be able to identify aesthetic trends and historical periods such as the Golden Age, the Romantic era, the Generation of 1927, and "El Boom." The syllabus will include a wide variety of authors of different national, political, and artistic persuasions. A medium- to high-level knowledge of the Spanish language and reasonable proficiency in listening, speaking, reading, and writing in Spanish are required. This course counts for the major. Conducted entirely in Spanish.

Requisite: Spanish 7 or with permission of the Language Coordinator. Limited to 15 students. Fall semester: Professor Suárez. Spring semester: Professor Brenneis.

12. Hispanic World: Past, Present and Future. A survey course that provides an understanding and appreciation of the Spanish-speaking world (including both North and South America and Spain) through language, geography, history, economics, sociopolitical issues, folklore, literature and art. The different units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups. Writing skills will be refined by the completion of research papers, and communication skills will be developed further by class discussions and oral presentations. Comprehension will be enhanced by presenting students with literary texts, movies, documentaries and periodicals. The course is conducted entirely in Spanish.

Requisite: Spanish 07 or consent of Language Coordinator. Limited to 15 students. Spring semester. Lecturer Maillo.

PANORAMIC INTRODUCTIONS (15-39)

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 05, or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). Limited to 25 students. Spring semester. Professor Maraniss.

20. Introduction to Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Omitted 2009-10. Professor Maraniss.

23. Caribbean Women Claiming Their Islands. This course will explore the works of 19th- and 20th-century women writers, who through homesickness, and political commitment, passionately re-wrote the histories of their islands based on their personal stories of love and belonging. We will focus on the Spanish Caribbean and its diverse diasporic experiences in Paris, Madrid, and New York. Conducted in Spanish.

Requisite: Spanish 07 or consent of the instructor. Omitted 2009-10. Professor Suarez.

32. Women Writers of Spain. Twentieth-century Spanish women writers have carved out a particular niche in the canon of Spanish literature. Often envisioned as a single entity, they have, however, distinguished themselves as just as unique as individual writers as their male counterparts. This course will consider contemporary novels, short fiction, essays and poetry authored by women with an overarching question of how one defines an *escritura femenina* in Spain and what—if anything—differentiates it as a gendered space from other modes of writing. While the course will focus on women writers and the representation of the feminine in Spanish writing, we will also examine texts that present an un-gendered space as a point of comparison and contrast. Conducted in Spanish.

Requisite: Spanish 7. Omitted 2009-10. Professor Brenneis.

33. Spanish Film. This course features Luis Buñuel, his early association with the Spanish literary and artistic vanguard (Valle-Inclán, García Lorca, Dalí), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. Conducted in English.

Limited to 35 students. Spring semester. Professor Maraniss.

35. Arts and Human Rights in Latin America. This course is a dynamic, highly interactive, experimental class that seeks to examine the role different art forms (crafts, dance, graffiti, poetry, theater, etc.) have played and continue to play in the arena of human rights and citizenship building. The arts have been important in bringing down (or at least contesting) dictatorial regimes, and shaping processes of democratization. Arguably, art is foundational to re-visiting history, building citizenry, and inspiring communities and nations.

Both artistic expression and human rights compose vast fields of their own. To study the production and impact of the arts on socio-political conditions in Latin America, we will view films, read history, theory, and poetry. In particular, this semester, we will focus on the socio-political interventions made by artistic expression in Chile, Argentina, and Brazil. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Omitted 2009-10. Professor Suárez.

36. Representation and Reality in Spanish Cinema. A critical overview of the role filmmakers from varied backgrounds have taken in interpreting similar trends in contemporary Spanish culture and society. By analyzing recent Spanish cinema along with selected fictional and non-fictional texts on current issues in Spain, we will explore such questions as women's roles in contemporary society, immigration and exile, globalization, and experiences of war and violence, among other themes. This course will take a transatlantic approach, examining how these issues are imagined within Spain as well as by filmmakers and writers from the Americas, and study the sociological, cultural and political forces that have inspired such cinematic representations. Conducted in Spanish.

Requisite: Spanish 5, 7 or consent of the instructor. Fall semester. Professor Brenneis.

NATION-SPECIFIC STUDIES (40-59)

44. The Spanish Civil War: Art, Politics, and Violence. Seventy years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Conducted in Spanish.

Requisite: Spanish 7 or equivalent. Omitted 2009-10. Professor Maraniss.

46. Cuba after 1989: Culture, Film, and Literature. (RC) In 1989 the Berlin Wall was chiseled away, changing global culture and politics forever. In Eastern Europe, the rhetoric and divisions necessitated to fuel the cold war were transformed into new discourses of democracy and capitalist opportunities. In contrast, Cuba, remaining an iron-clad communist state, fell into a deep "periódo especial," which ushered in a two-tiered economy greatly dependent on the European tourist industry. The revolutionary dream, many would argue, was then voided. Arguably, "fin-de-siglo" Cuba is a state in crisis. And a new, rich, often hypnotic, production of culture, film, and literature is available to give us a sensational glimpse of the latest of Cuban conditions. In this class we will be reading and screening some of the most outstanding materials from this period. Authors will include Abilio Estévez, Zoe Valdés, Pedro Juan Gutiérez, and Daína Chaviano. Conducted in Spanish.

Requisite: Spanish 7 or consent of the instructor. Limited to 15 students. Fall semester. Professor Suárez.

51. Dominican Configurations: Diaspora, Music and History. In this seminar, we will analyze several contemporary Dominican and Dominican Diaspora novels and short stories to learn about the history of Dominican lives on the island and in the diaspora. We will read critical and theoretical materials to better understand the role that literature plays in creating a national narrative of Dominican-ness; we will also explore how it is that Dominicans are an important, formative sector of Latino/a reality in the United States. Particular emphasis will be placed on debunking myths and engaging the hard realities imposed by a long history of violence. Race, gender, class as viewed and reviewed by diaspora authors will be contextualized within the larger framework of post-colonial studies and dictatorship literature. Music will be examined as a form of national, and contestatory narrative. Conducted in Spanish. All writing is in Spanish. Reading materials, due to their availability, will be in Spanish and English.

Requisite: Spanish 7 or equivalent. Omitted 2009-10. Professor Suárez.

52. Barcelona. As a global city with a local identity, Barcelona resides both literally and figuratively at the border between Spain and the rest of the world. This interdisciplinary course will explore the in-between space this vibrant city inhabits at the turn of the 21st century, at once imagined as a tourist's playground in films and popular novels, while also actively guarding its particular Catalan cultural roots. Students will study architectural, literary, cinematic, linguistic and political movements set amid the urban cityscape of Barcelona, focusing on the city's role in the exportation of a unique Spanish and Catalan identity beyond Spain's borders. Course will be taught in Spanish.

Requisite: Spanish 7 or equivalent. Omitted 2009-10. Professor Brenneis.

55. Madrid. Considered the heart of Spain by some and an authoritative figurehead by others, Madrid is unquestionably a space of cultural and political conflict while serving as a visible intermediary between the Iberian Peninsula and the world. Incorporating an interdisciplinary study of film, popular music, fiction, plastic arts, political movements, history and topography of the city, this course will seek to explore the place of Madrid in the Spanish and global popular imagination. Although we will delve into the city's history, the course will place particular emphasis on the 1980s *movida madrileña* through the present-day role of Madrid in global politics, particularly as pertains to the 2004 terrorist attacks and their political and cultural aftermath. Conducted in Spanish.

Requisite: Spanish 7 or consent of the instructor. Omitted 2009-10. Professor Brenneis.

56. Puerto Rican Flows. In this class we will study Puerto Rico's Commonwealth Status, its implications, and the resulting diasporas, film, and literature. Conducted in Spanish.

Requisite: Spanish 7 or consent of the instructor. Omitted 2009-10. Professor Suárez.

COURSES SPECIALIZED BY AUTHOR AND TEXT (60-76)

60. Jorge Luis Borges. A comprehensive study of the style, originality and influence of the contemporary Argentine author (1899-1986). His essays, poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

Requiste: Spanish 07 or equivalent. Open to juniors and seniors or consent of the instructor. Limited to 20 students. Omitted 2009-10. Professor Stavans.

62. Pablo Neruda. An exploration of the life and work of the prolific Chilean poet (1904-1973) and recipient of the Nobel Prize for Literature. His work will be read chronologically, starting with *Twenty Love Poems and a Song Of Despair* and ending with his five posthumous collections. Special attention will be paid to *Residence On Earth* and *Canto General*. The counterpoint of politics and literature will define the classroom discussion. Neruda's role as witness of, and sometimes participant in, the Spanish Civil War, the Cuban Revolution, the workers' and students' upheaval in Latin America in the sixties, and the failed presidency of Salvador Allende in Chile will serve as background. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Omitted 2009-10. Professor Maraniss.

63. *One Hundred Years of Solitude*. (RC) A detailed study of the novel by Gabriel García Márquez, published in 1967. Although other works written by the

Colombian author will also be discussed (stories, essays, reportage, and fragments of other novels), the course will concentrate on the structure, style, motifs, historical and aesthetic context of the masterwork that brought him the Nobel Prize in Literature. Conducted in Spanish.

Requisite: Spanish 12 or consent of the instructor. Limited to 25 students. Fall semester. Professor Stavans.

64. ***Don Quixote.*** A detailed textual and historical analysis of Cervantes' masterpiece, first published in two installments, the first in 1605, the second in 1615. The course will place the novel in the context of the Renaissance, reflecting on the way it showcases ideas on politics, philosophy, and art. Also, students will contemplate its impact on world literature, from Sterne's *Tristram Shandy* to Dostoievski's *Crime and Punishment*, as well as on the works of Borges, Milan Kundera, and Salman Rushdie, among others. Conducted in Spanish. Not open to students who have taken Spanish 65.

Requisite: Spanish 07 or equivalent. Omitted 2009-10. Professor Stavans.

65. Cervantes. (RC) *Don Quixote de la Mancha* and some of Cervantes' "exemplary novels" will be read, along with other Spanish works of the time, which were present at the novels' birth. Conducted in Spanish.

Requisite: Spanish 05 or equivalent. Not open to students who have taken Spanish 64. Limited to 25 students. Fall semester. Professor Maraniss.

77, 78. Senior Departmental Honors. Two single courses.

Fall and spring semesters. The Department.

THEMATIC ANALYSES (80-96)

81. Contextualizing Motherhood: Representation and Reality in Latino/a and Latin American Literatures. This is a reading and writing intensive course that demands that students think inter-textually, inter-disciplinarily, and globally. While the larger part of readings and films will focus on Latino/a and Latin American literatures, we will read French feminist narratives, psychoanalysis, and sociological surveys to understand the dynamics of representation of motherhood in reality, as represented by the media, and as exposed via autobiographical writings. We will explore the theme globally (within an international context) and locally (within the Americas, with specific focus on different national, ethnic, and racial cases). Through a collection of voices and views, I ask the students to explore their own relationship (personal, critical, sociological, and theoretical) to the theme.

How is motherhood defined? How do we think of motherhood in sociopolitical terms? What effects do negative and/or positive representations of motherhood have on women and the Latino/a community? Are representations of motherhood in Latino/a and Latin American literature restrictive or expansive. Conducted in Spanish.

Requisite: Spanish 07 or equivalent. Limited to 20 students. Omitted 2009-10. Professor Suárez.

83. *Testimonio*: Stories of Truth and Memory in Latin America. The goal of this class is to analyze the historical and political production and use of *testimonio* literature in Latin America. In the last 20 years *testimonio* literature has been the topic of heated debate ranging from scholars claiming its importance as a political tool presenting the voice and circumstances of marginalized and oppressed peoples to critics deriding it as lies.

We will explore the forms in which literature is testimonial, as well as the ways testimonial exposure has succeeded in, or failed to, enact political change and social awareness. Some of the many questions to be addressed include: What are the distinctions between testimonial literature and legal testimony? Can testimony be equivalent to truth? What role do memory and political agendas play in the production of testimonial literature? What do we expect from testimonial literature? How did the Rigoberta controversy affect the way other testimonial literature is read? Can fiction be testimonial?

Through journal writing, class presentations, film viewing, and debates, we will be able to arrive at our own conclusions. All classes and most readings will be conducted in Spanish.

Requisite: Spanish 07 or consent of the instructor. Omitted 2009-10. Professor Suárez.

84. Love. (Offered as Spanish 84 and European Studies 33.) This panoramic, interdisciplinary course will explore the concept of love as it changes epoch to epoch and culture to culture. Poetry, novels, paintings, sculptures, movies, TV, and music will be featured. Starting with the *Song of Songs,* it will include discussions of Plato, Aristotle, Catullus, and other Greek classics, move on to Dante and Petrarch, contemplate Chinese, Arabic, African, and Mesoamerican literatures, devote a central unit to Shakespeare, continue with the Metaphysical poets, and move on to American literature. Special attention will be paid to the difference between love, eroticism, and pornography. Multilingual students will be encouraged to delve into various linguistic traditions, in tongues like French, Russian, German, Yiddish, and Spanish. Conducted in English.

Omitted 2009-10. Professor Stavans.

88. Argentina, Brazil, Chile: Film and Politics of Democratization. (Offered as Spanish 88 and Political Science 25 [CP, GP].) This team-taught course will examine processes of democratization through the interdisciplinary lenses of political science and cultural/literary theory. By reviewing films, critical texts, cases, and causal arguments, we will explore the history of repressive regimes, the transitions to democracy, and the challenges of enhancing the "quality" of democracy in contemporary Argentina, Brazil and Chile.

The course will be taught twice a week. One day a week, the entire class will meet in one room. The other day, the class will break into two discussion groups, one of which will be conducted entirely in Spanish and will count specifically for Spanish majors. Command of Spanish is not required except for students interested in receiving credit for their Spanish major.

Requisite: Spanish 7 or consent of the instructor. Limited to 40 students. Omitted 2009-10. Professors Corrales and Suárez.

89. Postwar Spain and the Novel. Postwar Spanish novelists were often subject to censorship and overt oppression by the Franco dictatorship while they struggled to understand their own history and translate it onto the page. In this course, we will study the historical and cultural background of dictatorship and democratic Spain (1940-present), reading novels and short fiction that reflect the diversity of modern Spanish literature and its authors. In addition, students will read historical accounts and critical/theoretical materials in order to gain a more complete understanding of how scholars approach the era and its reflection in literature, and view films that attempt to grapple with questions of history and narration in postwar Spain. Conducted in Spanish.

Requisite: Spanish 11, 12 or consent of the instructor. Spring semester. Professor Brenneis.

90. Spanish Detectives and the *género negro*. An examination of the Spanish detective narrative as a manifestation of Transition-era Spanish society's struggles with social and political chaos. The course will incorporate short narrative from Latin America as well as comparisons to British and American conventions in order to convey the unique nature of the Spanish *género negro* during and after the Franco dictatorship, as well as in present-day popular works. It will include a critical examination of a genre that has both resided on and represented the margins of Spanish society and its foray in recent years into a mainstream and highly exportable cultural phenomenon. Where possible, film and other media will be incorporated. Conducted in Spanish.

Requisite: Spanish 07 or consent of the instructor. Omitted 2009-10. Professor Brenneis.

91. Exile in Spain and Latin America. "Exile" is both a person who is forced to leave his or her native country and a state of exclusion; both an individual and an experience. In this course, our study of exile will encompass the individual writers, artists and thinkers who were exiled from their homelands as well as the reasons, confusions and consequences that the experience of exile produces. We will trace poets such as Cristina Peri Rossi, the authors Jorge Semprún and Gabriel García Márquez, works of art like Pablo Picasso's *Guernica*, and films such as Luís Buñuel's *Viridiana*, among other examples, as they enter into states of exile and self-consciously examine their own limbo between two countries. Many of these individuals and works of art left Spain or Latin America because of their political opposition to the ruling regime; we will delve into the historical, political and cultural backgrounds that resulted in their exile. In addition, we will linger over the larger questions exile raises: Can the exile ever return home? Are the children of exiles also exiles? Can we generalize about the exile experience? Conducted in Spanish.

Requisite: Spanish 5, 7 or consent of the instructor. Omitted 2009-10. Professor Brenneis. This course will be taught in English as a First-Year Seminar in 2009-10.

92. Latin American Short Story. (RC) A Talmudic reading of the short-story tradition in Latin America. Although the course starts with 19th- and early 20th-century pioneers, special attention is given to the masterful practitioners who were writing from the 1940s onward (Borges, Rulfo, Hernández, Carpentier, Cortázar, García Márquez). Contemporary authors (Allende, Bega, Bolaño, Aira) and even younger voices are also contemplated. The focus is on appraising a tradition constantly being revamped through its promiscuous relationship with other literary genres (essay, novel, poem, reportage, *crônica*, *testimonio*). Students reflect on structural and linguistic devices as well as on rivalries within the tradition and foreign influences (Poem, Maupassant, Chekhov, Hemingway, et al). Conducted in Spanish.

Requisite: Spanish 11, 12 or consent of the instructor. Limited to 25 students. Spring semester. Professor Stavans.

93. Latina Women Writers—Memory, Political Voice and New Identities. This course will examine the role that Latina women writers play in keeping the memory of Latin American and Caribbean countries alive, forging politics of human rights and civil rights, and creating new bi-cultural identities in an increasingly complicated global market of national definitions and diasporic realities. Conducted in English.

Requisite: Spanish 07 or consent of the instructor. Omitted 2009-10. Professor Suárez.

94. Spanglish. A cultural study of language in the Hispanic world (Spain, Latin America, the Caribbean, and the United States), this course spans almost five hundred years, from the arrival of Spanish to the Americas with Columbus' first voyage, to present-day *"pocho lingo"* in Los Angeles. It focuses on the verbal interactions of the missionaries to Florida and the Southwest, the linguistic repercussions of the Treaty of Guadalupe Hidalgo of 1848, the age of acculturation in the early half of the 20th century, the political agitation of the Chicano Movement as manifested in word games, and the hip-hop age of *agitprop.* Students will analyze works by Junor Díaz, Giannina Braschi, Susana Chávez-Silverman, Luis Humberto Crosthwaite, and others. Topics like translation, Bilingual Education, lexicography, and the social impact of mass media will be contemplated. Emphasis will be made on the various modalities of Spanglish, such as Dominicanish, Cubonics, and Nuyorican. Plus, the development of Spanglish as a street jargon will be compared to Yiddish, Black English, and other minority tongues. Conducted in English.

Limited to 25 students. Fall semester. Professor Stavans.

97, 97H, 98, 98H. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

Fall and spring semesters.

TEACHING

Students interested in teaching and education can pursue, during their four years at Amherst, Massachusetts state licensure for teaching in middle and secondary schools. Reciprocity agreements between Massachusetts and approximately 45 other states permit students licensed in Massachusetts to qualify for public school positions across the country. Those who wish to obtain licensure for public school teaching may draw upon our liaison with the Psychology and Education Department at Mount Holyoke College to complete the requirements for initial licensure during their undergraduate years. Acceptance into the Mount Holyoke program requires a formal application early in the spring term of the student's junior year. This initial licensure will enable graduates to teach in public schools for up to five years before they obtain a master's degree in education (M.Ed).

Because the requirements for Massachusetts licensure involve both coursework and a considerable number of hours engaged in classroom teaching, students interested in the possibility of a public school teaching career should consult with the education advisor in the Career Center, Sarah Frenette, and with the faculty advisors to the Program in Secondary School Teaching, Professors Barry O'Connell and Karen Sánchez-Eppler of the English Department, as early as possible in their time at Amherst. In addition to meeting "Field of Knowledge" content requirements in the subject area in which they seek licensure, students will need the following courses, or their equivalents, in order to participate in the Mount Holyoke program. Many of these can be taken at Amherst; others in any of the Five Colleges. A few must be taken at Mount Holyoke (indicated by an *).

1. Adolescent Psychology;
2. Educational Psychology;
3. A course in multicultural education (at Amherst English 02 meets this requirement);
4. Observing and Assisting in Inclusive Classrooms (Educ. 320j a January interterm course at Mount Holyoke College or TEAMS at University of Massachusetts among other possibilities);
5. Educ. 330* Process of Teaching and Learning in Middle and Secondary Schools;
6. A subject specific methods course;
7. Teaching (Math, English, etc.) In Secondary School, an Amherst College special topics course taken in conjunction with the teaching internship;
8. Educ. 331* Teaching Internship. This is a double course at Amherst College, to be taken in the spring semester of the senior year or during a ninth term at Mount Holyoke College;
9. Educ. 333* Seminar in Teaching and Learning: Middle and Secondary Schools.

These last three requirements will comprise a student's full load during the spring "practicum" semester of their senior year.

Passage of the Massachusetts Tests for Educator Licensure (MTEL) is required of all participants in the Mount Holyoke College Program. Tests are administered four times each year in October, January, April and June. Application forms and test preparation materials are available at the Amherst College Career Center and online along with the most current list of test dates and locations at http://www.mtel.nesinc.com.

THEATER AND DANCE

Professors Dougan‡ and Woodson (Chair); Senior Resident Artist Lobdell; Playwright-in-Residence Congdon; Professor Emeritus Birtwistle; Five College Lecturer Sylla; Five College Visiting Lecturer Kaplowitz, Visiting Lecturers McLaughlin, Nicoli, O'Neill and Vacanti.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities. The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

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‡On leave spring semester 2009-10.

Major Program. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design, acting, performance art and video. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater and Dance by the end of the sophomore year. Two of the three core courses are offered every semester in rotation. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance (one of which must be 20, Sources of Contemporary Performance); two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: 75H or 76H and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis or expansion of the student's education in theater and dance.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the required courses and of the major series—Production Studio and Senior Project—represents satisfaction of the departmental comprehensive requirement. In addition, majors are required to attend departmental meetings and end-of-the-semester interviews each semester.

Departmental Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extra-curricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. An introduction to movement as a language and to dance and performance composition. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition, we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Two two-hour class/studio meetings and a two-hour production workshop per week. Selected readings and viewing of video and live performance.

Limited to 20 students. Fall semester. Professor Woodson.

12. Materials of Theater. An introduction to design, directing, and performance conducted in a combined discussion/workshop format. Students will be exposed to visual methods of interpreting a text. Early class discussions focus on a theoretical exploration of theater as an art form and seek to establish a vocabulary for and understanding of basic theatrical conventions, with readings from Aristotle through Robert Wilson. Students will spend the bulk of the semester testing these theories for themselves, ultimately designing their own performances for two plays. Two two-hour classes and two-hour production workshop included in this time.

Limited to 12 students. Fall semester. Professor Dougan.

13. Action and Character. This course examines what happens on stage (the action) and "how" that action happens (the character) from the points of view of the playwright and the actor. The course assumes that the creative processes of both the actor and the playwright are similar. Therefore, the students will write scenes and at least one short play, which will be rehearsed as homework for presentation in class. Students will be given a series of acting and playwriting exercises to develop craft and to reinforce their understanding of creative processes. Students will be assigned plays and certain critical texts to support their work in writing and acting. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based upon the instructor's attempt to achieve a suitable balance between first-year students and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 24 hours of the first meeting and a waiting list will be available.

Fall and spring semesters. Resident Artist Lobdell.

COURSES IN THE HISTORY, THEORY AND LITERATURE OF THEATER AND DANCE

20. Sources of Contemporary Performance. The status quo says, "We do it the way it's always been done." The artist replies, "I have an idea, let's try it another way." Thus advance theater and dance. Thus evolve opera, happenings and performance art. This course explores several seminal theatrical events and the artists who created them. These innovations changed the course of theater and dance in the 20th century, thereby preparing those who follow to make the new art of the 21st.

After reviewing basic artistic and theoretical assumptions which governed the making of theatrical entertainment at the end of the 19th century, the course will look at playwrights, performers, choreographers, designers, directors and theorists whose ideas opened up new ways of looking at the craft of making those space-time objects we struggle to categorize as plays, dances, operas, performances and events. Particular attention will fall on work that is difficult to correctly place in a single category. Research in primary material such as plays, manifestos, documentary photographs, period criticism, and video transcriptions. Critical papers comparing and contrasting works will be studied. *(Required of all majors)*

Spring semester. Professor TBA.

22. Modern Drama. A study of European and American drama from Ibsen to Pinter from a dramaturgical point of view. Through reading and discussing a wide variety of important plays, students will develop skills in textual analysis and explore productive ways of interpreting the theatrical script. Academic work will include critical papers and in-class experimentation with performance ideas. Particularly useful to augment the study of acting, directing, design and playwrighting.

Omitted 2009-10.

23. Fleeting Images: Choreography on Film. This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance, the cinematic techniques of camera-cutting-collage, and the vibrant continuity of the moving body. We will discern the roles of the choreographer, director, and editor in shaping and controlling the moving image and explore the relationship of music and the dancing body. We will also attempt to theorize the medium of the "moving picture dance" and formulate a theoretical understanding of the relationship between films and viewers and the powerful effect of the moving/dancing image on viewers. Putting theory to practice, we will form small group collaborations to create an original study in choreography for the camera.

Omitted 2009-10.

27. Theater and Politics in America. The 1930s and the 1960s were periods of social disorder in much of America. They were also times of extraordinary theatrical activity. This course looks at Dramatic Literature and the work of theater companies in America in those turbulent decades and considers to what extent the theater today reflects the nation's present social and economic turmoil. Readings from each period in Dramatic Literature and Cultural History. The course will consider the plays in a seminar format and will require several short research papers and occasional theatrical projects.

Fall semester. Professor Emeritus Birtwistle.

28. Contemporary American Drama. Playwriting is vital and alive in America today. Building upon the foundations of American Realism and the American avant-garde, modern American plays explore a wide range of human issues including family and the search for place; sex and sexuality; politics, social power, and personal identity. In addition, there is an important strain of American playwriting that involves modern reinterpretations of ancient Greek classics. Many of the plays of the past 30 years represent what should be seen as a new genre: tragic comedy, where humor and serious dramatic issues are intertwined in a seamless and effective way. Focusing on new plays plus "contemporary classics" from playwrights such as A. Wilson, Shepard, Congdon, Vogel, Kushner, Hwang, Parks, Fornes, Mamet, Dove, Iizuka, and Mee, we examine the stylistic and theoretical antecedents for this work and examine modern American culture through the lens of some if its most articulate theater artists. In this class we explore how to analyze plays dramaturgically, identifying elements in a play that are not immediately visible to an untrained eye but that are essential to taking the play to the stage.

Omitted 2009-10

COURSES IN THE ARTS OF THEATER AND DANCE

30H. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

WEST AFRICA
Fall semester. Five College Lecturer Sylla.

MODERN III/IV
Fall semester. Visiting Lecturer Nicoli.

BALLET III/IV
Spring semester. Visiting Lecturer Vacanti.

MODERN IV/V

Spring semester. Visiting Lecturer McLaughlin.

31. Playwriting I. A workshop in writing for the stage. The semester will begin with exercises that lead to the making of short plays and, by the end of the term, longer plays—ten minutes and up in length. Writing will be done in and out of class; students' work will be discussed in the workshop and in private conferences. At the end of the term, the student will submit a portfolio of revisions of all the exercises, including the revisions of all plays.

Admission with consent of the instructor. Limited to 15 students. Not open to first-year students. Spring semester. Playwright-in-Residence Congdon.

33. From Idea to Performance. A theoretical and practical consideration of the process by which the performance-maker's initial idea is altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical productions.

Spring semester. Professor Woodson.

34. Contemporary Dance Technique and Repertory. This course will include studio sessions in contemporary modern/jazz dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work.

Fall semester. Visiting Lecturer Nicoli.

35. Scripts and Scores. This course will provide structures and approaches for creating original choreography, performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, music, sound and chance scores to inspire and include in performance. Students will create and perform dance, theater, or performance art pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week and weekly lab/rehearsal sessions.

Limited to 12 students. Spring semester. Professor Woodson.

37. The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings per week.

Requisite: Theater and Dance 13. Spring semester. Resident Artist Lobdell.

38. Acting Technique. Students in this class will rehearse scenes directed by students enrolled in Theater and Dance 45. In addition, students will meet with the instructor weekly for specific exercises based upon problems confronted in rehearsal.

Requisite: Theater and Dance 13. Limited to 20 students. Omitted 2009-10. Resident Artist Lobdell.

41. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. Fall semester. Professor Dougan.

42. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. Omitted 2009-10.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements. Lab work in costume construction.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. Omitted 2009-10. Professor Dougan.

44. Drawing for the Theater and Film. An intermediate level drawing course that will explore the techniques used and issues involved in visual storytelling. Students will learn to develop their ideas through rough sketches and eventually compose longer sequences in storyboard form. The course will involve figure drawing and perspective drawing, focusing on the relationship of the human figure to its theatrical or cinematic environment.

Requisite: Theater and Dance 12 and Art 04. Limited to 10 students. Omitted 2009-10. Professor Dougan.

45. Staging Drama. One of two studio courses in the theory and process of realizing a previously written play on the stage. This course will examine directing Tragedy and other serious dramatic forms, through dramaturgical analysis and workshop staging of plays by such playwrights as Euripides, Calderon, Anton Chekhov, Harold Pinter, Sam Shepard, August Wilson, Constance Congdon and Charles Mee. Class sessions will focus on staging scenes, developing narrative skills, working with actors and evolving production schemes.

Requisites: Theater and Dance 12 and Theater and Dance 11 or 13, or consent of the instructor. Fall semester. Professor Emeritus Birtwistle.

46. Sound Design I. What is theatrical sound design? Introduction to sound design attempts to answer that question, exploring what sound design is, how to look at a text and launch your creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each other's projects, as well as to create their own work.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 12 students. Spring semester. Visiting Lecturer Kaplowitz.

50. Video and Performance. This advanced production class will give students an opportunity to explore various relationships between live performance and video. Experiments will include creating short performance pieces and/or choreography specifically designed for the video medium; creating short pieces that include both live performance and projected video; and creating short experimental video pieces that emphasize a sense of motion in their conceptualization, and realization. Techniques and languages from dance and theater composition will be used to expand and inform approaches to video production and vice-versa. Sessions include studio practice (working with digital cameras and Final Cut Pro digital editing) and regular viewing and critiques. Students will work both independently and in collaborative teams according to interest and expertise.

Requisite: Previous experience in theater, dance, music composition, and/or video production or consent of the instructor. Limited to 10 students. Omitted 2009-10. Professor Woodson.

51. Video Production: Bodies in Motion. This studio production class will focus on multiple ways of tracking, viewing, and capturing bodies in motion. The course will emphasize working with the camera as an extension of the body to explore radically different points of view and senses of focus. We will experiment with different techniques and different kinds of bodies (human, animal, and object) to bring a heightened awareness of kinesthetic involvement, animation and emotional immediacy to the bodies on screen and behind the camera. In addition, we will interject and follow bodies into different perceptions of time, progression, place and relationship. In the process, we will express various experiences and theories of embodiment and question what constitutes a body. Depending on student interests, final projects can range from choreographies for the camera to fictional narratives to documentary studies. The class will alternate between camera sessions, both in the studio and on location, and sessions in the editing suite working with Final Cut Pro.

Requisite: Previous experience in composition. Admission with consent of the instructor. Limited to 12 students. Omitted 2009-10 Professor Woodson.

STUDIO COURSES

61. Playwriting Studio. A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 31 or the equivalent. Admission with consent of the instructor. Limited to 10 students. Spring semester. Playwright-in-Residence Congdon.

62. Performance Studio. An advanced course in the techniques of creating performance. Each student will create and rehearse a performance piece that develops and incorporates original choreography, text, music, sound and/or video.

Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and events will be presented in the Holden Theater. Can be taken more than once for credit.

Requisite: Theater and Dance 35 or the equivalent and consent of the instructor. Fall semester. Professor Woodson.

64. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full-scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43 or consent of the instructor. Spring semester. Visiting Lecturer O'Neill.

65. Directing Studio. This is an advanced course in directing that emphasizes creating vital, interesting characters in the context of an active story and an evocative performance world. The approach in this class encompasses a wide range of directorial styles friendly to a spectrum from "straight theater" to "performance." It aims to reinforce the skills that you have and to help you develop and expand these skills more effectively. Students direct two one-act plays for public performance.

Requisite: Theater and Dance 45. Spring semester. Professor TBA.

66. Rehearsal. An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned exercises.

Requisite: Theater and Dance 13 or consent of the instructor. Limited to 16 students. Fall semester. Resident Artist Lobdell.

75H. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of Professor Dougan. Not open to first-year students. Fall semester. The Department.

76H. Production Studio. Same description as Theater and Dance 75H.

Spring semester. The Department.

77, 78. Senior Departmental Honors. For Honors candidates in Theater and Dance.

Open to seniors. Fall and spring semesters. The Department.

96. Production Seminar in the Moving Image: Performance, Video and Sound. (Offered as English 89 and Theater and Dance 96.) This course will focus on creating a performance, music, and video piece on the themes of migration, displacement, memory and history. The piece will be developed through interdisciplinary experiments that emphasize the exploration of reciprocal relationships within and between the different media. Students will work individually and in collaborative teams and will be involved in the conception, rehearsals and performances of an original performance work directed by the professors. One three-hour class meeting per week plus a lab session.

This course is for intermediate/advanced performers, videomakers, composers, and designers who have previous experience in any of the above media. Requisite: Previous experience in composition in video, theater, music, creative writing, and/or dance. Admission with consent of the instructor. Limited to 16 students. Spring semester. Five College Professor Hillman and Professor Woodson.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. Fall and spring semesters. The Department.

RELATED COURSE

Creating Musical Drama. See Music 18.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Performance Studio, Video and Performance, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course in any of the five campuses and receive credit at the home institution. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Please note: Five College Dance Course lists (specifying times, locations and new course updates) are available two weeks prior to pre-registration at the Theater and Dance Office in Webster Hall, individual campus dance departments and the Five College Dance Department office located at Hampshire College. The schedule is also online at www.fivecolleges.edu/dance.

WOMEN'S AND GENDER STUDIES

Professors Barale (Chair), Basu*, Bumiller, Griffiths, Hunt, Olver, and Saxton; Visiting Assistant Professors Picq and Walling.

Women's and Gender Studies is an interdisciplinary and cross-cultural exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include Women's and Gender Studies 11 and 24, and one course in cross-cultural and/or diasporic studies. Students should consult with their advisors to determine which courses fulfill this requirement. The remaining electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses that address issues of women and/or gender as part of their concern may be counted toward the major only if approved by the Women's and Gender Studies department. All senior majors will satisfy the comprehensive exam by reading a common text to be announced in the fall and writing an essay to be read by the department and discussed in a colloquium of Women's and Gender Studies seniors and faculty in the spring term.

Department Honors Program. In addition to the courses required for the major, students accepted as honors candidates will elect either Women's and Gender Studies 77D and 78 or 77 and 78D, depending on which option better accommodates the disciplines involved in the thesis project.

02. Global Politics of Gender. This course is designed to provide students with a solid understanding of the mechanisms by which international norms of gender equality and women's rights develop and are implemented, with a special emphasis on discourses and practices of international human rights. The course analyzes international treaties such as the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination against Women, and addresses issues regarding domestic violence, political participation, reproductive rights, economic opportunities, and modern slavery, among other gendered problems. Bridging gender and global politics, we explore the ways international norms are transported from the United Nations to the daily reality of women throughout the world, and how states, civil society and institutions collaborate (or not) to promote women's rights where they are most needed.

Fall semester. Visiting Professor Picq.

03. Gender and Ethnicity in Latin America. This course explores gender and ethnicity in Latin America, focusing on the tension between universal rights and cultural rights. The first part maps the daily lives of indigenous women across the region, looking at indigenous women in Central America (Mexico and Guatemala), the Andes (Ecuador, Chile, and Bolivia) and the Amazon

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*On leave 2009-10.

(Shuar, Huaorani). We look at socio-economic indicators, gender-based violence, and political participation, while taking into consideration history and culture. In the second part of the course, we examine the ways social and political movements (e.g., agrarian reform, democratic, and environmental movements, the New Left), and, most recently, discourses of indigenous rights (e.g., Ecuador's Pachakutik) have affected them and their communities over time. Through various case studies, such as that of Rigoberta Menchú in Guatemala, we analyze women's capacity to maneuver politics of identity to advance their rights as women and as Indians. The third part pays special attention to the issue of minorities within minorities and the debate between universalism and cultural relativism. This section explores issues such as indigenous justice and the discrepancies between international norms of gender and the inequalities prevailing in indigenous practice. Through the lenses of gender, this course offers a window on the complexity of Latin America.

Fall semester. Visiting Professor Picq.

04. The Political Economy of Gender in Latin America. Latin America has the greatest extremes of wealth of any region in the world, and gender is one of the most important factors leading to this inequality. The study of gender therefore offers a valuable window into the socio-economic structures and political systems of the region. Bringing together the disciplines of comparative politics, political economy, and gender, this course proposes to analyze the gender implications of economic and political reforms at large in Latin America, from the military dictatorships of the 1970s through the democratization of the 1980s, the neoliberal reforms of the 1990s, and the New Left. We will also explore the history and geography of women's rights in terms of political participation, agrarian reform, informal economics, reproductive rights, welfare policies, migration, and human trafficking. Beyond women's rights, the class offers a larger analysis of social movements and the politics of contestation in Latin America, the movements' interactions with state actors and the impact of changing markets on women's empowerment.

Spring semester. Visiting Professor Picq.

05. The Dao of Sex: Sexuality in China, Past and Present. (Offered as Asian 28 [C] and Women's and Gender Studies 05.) This survey course will focus on sexual culture in China, from pre-Qin times to the present. Using various sources such as ancient medical texts, Daoist manuals, court poetry and Confucian classics, paintings and illustrated books, movies and documentaries, as well as modern and pre-modern fiction written both in the classic and vernacular languages, we will explore notions of sex, sexuality, and desire. Through the lens of cultural history and gender studies, we will try to reconstruct the genealogy of the discourses centered around sex that developed in China, at all levels of society, throughout 5,000 years. Among the topics covered will be sexual yoga, prostitution, pornography, and sex-tourism.

Limited to 25 students. Omitted 2009-10. Professor Zamperini.

06. Women and Art in Early Modern Europe. (Offered as Art 84 and Women's and Gender Studies 06.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery, and how these images influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty

Limited to 15 students. Omitted 2009-10. Professor Courtright.

07. Gender and the Environment. This interdisciplinary course lies at the intersection of gender and environmental studies. Exploring different regions of the world from Latin America to South East Asia, we will study the impact of environmental degradation on women's security, dealing with such themes as access to water, resource governance, and how access to resources such as firewood, food, and property affect education and health. The course also explores political ecology and diverging discourses on conservation and resource management by analyzing the engendering of international norms and practices in the U.N. system and beyond. Lastly, the course looks at the securitization of gender in global politics, pointing to the central role of women's agency in promoting environmental security and peace-making.

Limited to 20 students. Spring semester. Visiting Professor Picq.

10. Witches, Vampires and Other Monsters. (Offered as Art 85 and Women's and Gender Studies 10.) This course will explore the construction of the monstrous, over cultures, centuries and disciplines. With the greatest possible historical and cultural specificity, we will investigate the varied forms of monstrous creatures, their putative powers, and the explanations given for their existence—as we attempt to articulate the kindred qualities they share. Among the artists to be considered are Bosch, Valdés Leal, Velázquez, Goya, Munch, Ensor, Redon, Nolde, Picasso, Dalí, Kiki Smith, and Cindy Sherman. Two class meetings per week.

Limited to 25 students. Omitted 2009-10. Professor Staller.

11. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics change from year-to-year and have included women and social change; male and female sexualities including homosexualities; the uses and limits of biology in explaining human gender differences; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; women, men and globalization; and gender and warfare.

Fall semester. Professors Bumiller and Saxton.

13. Fashion Matters: Clothes, Bodies and Consumption in East Asia. (Offered as Asian 29 and Women's and Gender Studies 13.) This course will focus on both the historical and cultural development of fashion, clothing and consumption in East Asia, with a special focus on China and Japan. Using a variety of sources, from fiction to art, from legal codes to advertisements, we will study both actual garments created and worn in society throughout history, as well as the ways in which they inform the social characterization of class, ethnicity, nationality, and gender attributed to fashion. Among the topics we will analyze in this sense will be hairstyle, foot-binding and, in a deeper sense, bodily practices that inform most fashion-related discourses in East Asia. We will also think through the issue of fashion consumption as an often-contested site of modernity, especially in relationship to the issue of globalization and world-market. Thus we will also include a discussion of international fashion designers, along with analysis of phenomena such as sweatshops.

Limited to 20 students. Fall semester. Professor Zamperini.

14. Medea: Metamorphoses of a Myth. (Offered as European Studies 26 and Women and Gender Studies 14.) Beginning with Euripides' tragedy, Medea has continued to occupy the European mind mainly in dramatic treatments by male authors (Seneca, Corneille, Grillparzer, Anouilh, and Heiner Müller). As multiple "outsider"—woman, foreigner, sorceress, demi-goddess, abandoned wife—Medea embodies "otherness" in manifold ways: she is the representative of the conflict between barbarism and civilization, between the supernatural and the natural, the magical and the commonsensical, madness and reason. Recently, women authors like Christa Wolf have entered the debate, aiming to reclaim Medea as one of the repressed voices of femininity. Our approach will be interdisciplinary in nature: in addition to reading dramatic texts and background material, we will explore the transformations of the Medea myth in the European tradition in the fine arts (Vanloo, Delacroix, Anselm Feuerbach), in dance (Martha Graham, the Bolshoi Ballet), sample the operas of Cherubini and Charpentier, and view the films by Pasolini, Ula Stöckl, and Lars von Trier, as well as priceless B-movie masterpiece, Don Chaffey's *Jason and the Argonauts*. Readings will be in English. Students who know any of the foreign languages represented are encouraged to read the material in the original.

Limited to 25 students. Omitted 2009-10. Professor Rogowski.

20. Topics in the History of Sex, Gender and the Family. (Offered as History 74 [C] and Women and Gender Studies 20.) The topic changes from year to year. One class meeting per week.

Limited to 20 students. Omitted 2009-10. Professor Hunt.

24. Gender Labor. In this course we will explore the intimate relations of gender and labor: both the necessary labor of genders' production as well as the gendered organization of labor itself. In general the course will use gender to focus on contemporary concerns in the American workplace—class, ethnicity, sexuality, and race—but will also make critical comparisons with developments in other nations. The biological labor of reproduction and its intersection with the labor of production will necessarily be a constant concern in our discussions. We shall have to become familiar with certain terms: glass ceiling, glass escalator, mommy-track, affirmative action, child care, sexual harassment, welfare to workfare. We certainly might want to ask what constitutes work? But we also might need to wonder if work is done for love, is it still work?

Spring semester. Professors Barale and Olver.

26. Women and the Law in Cross-Cultural Perspective. Historically the law has functioned as much to differentiate women from men as to assert their similarities. This course will explore the variety of types of laws (natural law, religious law, statute law, customary law, and the like) that have been used to regulate women's lives and try to assess the philosophies that lie behind them. Family law, especially where it pertains to marriage, divorce, married women's property, domestic assault, custody, and so forth, will receive special attention through a comparison of Western European and American legal traditions with Muslim shari'a law, both in the past and the present. The course will look closely at the law and law enforcement as they pertain to female sexuality, and assess issues to do with women criminals as well as women as victims of specific types of criminal acts such as rape. It will examine what happens to women when (a) legal structures break down, as in war, and (b) when "the law" becomes a tool of racial, ethnic, religious, sexual or gender repression. Finally, it will address the extent to which "changing the law" succeeds as a strategy for empowering women by looking at several key legal campaigns involving women in both Western and non-Western settings.

Sources will include religious writing (such as the Book of Leviticus from the Bible and the second and fourth surahs of the Qur'an), transcripts of court cases from a variety of times and places, historical writings on adultery and prostitution, biographical accounts of female criminals, and contemporary discussions in various media pertaining to the human rights of women and sexual minorities. Two class meetings per week.

Spring semester. Professor Hunt.

30. A History of Love: Chinese Romance in Time. (Offered as Asian 36 [C] and Women's and Gender Studies 30.) The course will deal with the world of romance in traditional Chinese culture. Following the thematic arrangement found in the seventeenth-century text *Qingshi, A History of Love,* an encyclopedic work about the various forms love can take, we will read and analyze stories, novels, poetry and plays (in their English translation) from different historical periods. Our aim shall be to try and draw together all of the discourses circulating about the experience of passion, love and lust from the Tang dynasty up until the early twentieth century. If time allows, we will engage in comparisons with other East Asian traditions as well as with the Western traditions of romance, with the goal to generate meaningful cross-cultural exchanges.

Omitted 2009-10. Professor Zamperini.

31. Queer Canons. We consider how evolving sexual identities (homosexual/LGBT/queer) have used foundational texts (or "classics") to create a shared history without getting trapped in it. We look at these emerging identities in the context of more visible racial and ethnic communities, and read theory by Sigmund Freud, Michel Foucault, Eve Sedgwick, and others. Some questions: How are queer kids parented by texts and, since great books tend to be tragic books, do we get more pride than pain from the experience? What do we gain and lose by recruiting earlier authors into identities that they would not have recognized or admitted? Are such canons a relic of the closet or do they still matter amid mainstreaming and the Internet? Authors and directors include: Sappho, Sophocles, Plato, Petronius, William Shakespeare, Oscar Wilde, Radclyffe Hall, Virginia Woolf, Willa Cather, James Baldwin, Audre Lorde, Yukio Mishima, Manuel Puig, and Marlon Riggs.

Spring semester. Professor Griffiths.

32. Human Rights Activism. (Offered as Women's and Gender Studies 32 and Political Science 24 [CP, GP].) This course is intended to give students a sense of the challenges and satisfactions involved in the practice of human rights work as well as a critical sense of how the discourses calling it forth developed and continue to evolve. We intend to provide specific historical and cultural context to selected areas in which human rights abuses of women and men have occurred, and to explore how differing traditions facilitate and inhibit activism within these areas. The semester will begin by exploring the historical growth of human rights discourse in Europe and the United States, culminating in the emergence of the post-World War II Universal Declaration. We will then turn to the proliferation of these discourses since the 1970s, including the growing importance of non-governmental organizations, many of them internationally based, the use of human rights discourse by a wide range of groups, and expanding meanings of human rights including new conceptions of women's human rights. The third part of the course will explore criticisms of human rights discourses, particularly the charge that for all their claims to universalism, these discourses reflect the values of European Enlightenment traditions which are inimical to conceptions of rights and justice that are grounded in culture and religion. Throughout the course, rights' workers will discuss their own experiences, abroad and in the U.S., and reflect on the relationship between their work and formal human rights discourse.

Spring semester. Professors Basu and Saxton.

38. Greek Drama. (Offered as Classics 38 and Women and Gender Studies 38.) This course addresses the staging of politics and gender in selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes, with attention to performance and the modern use of the plays to reconstruct systems of sexuality, gender, class, and ethnicity. We also consider Homer's *Iliad* as precursor of tragedy, and the remaking of plays in contemporary film, dance, and theater, including Michael Cacoyannis, *The Trojan Women*; Rita Dove, *The Darker Face of the Earth*; Martha Graham, *Medea* and *Night Journey*; Pier Paolo Pasolini, *Oedipus Rex* and *Medea*; and Igor Stravinsky, *Oedipus Rex*.

Fall semester. Professor Griffiths.

39. Women in Judaism. (Offered as Religion 39 and Women's and Gender Studies 39.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal *(halakic)* and non-legal *(aggadic)* material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Omitted 2009-10. Professor Niditch.

40. Flowers in the Mirror: Writing Women in Chinese Literature. (Offered as Asian 40 [C] and Womens' and Gender Studies 40.) The focus of this course will be texts written by women throughout the course of Chinese history. We will deal with a wide range of sources, from poetry to drama, from novels and short stories to nüshu (the secret script invented by peasant women in a remote area of Hunan province), from autobiographies to cinematic discourse. We will address the issue of women as others represent them and women as they portray themselves in terms of gender, sexuality, social class, power, family, and material culture. We will try to detect the presence and absence of female voices in the literature of different historical periods and to understand how those literary works relate to male-authored literary works. In addition to primary sources, we will integrate theoretical work in the field of pre-modern, modern and contemporary Chinese literature and culture.

Fall semester. Professor Zamperini.

44. Global Women's Activism. (Offered as Women's and Gender Studies 44 and Political Science 63.) Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps the most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Omitted 2009-10. Professor Basu.

55. Medieval Love, Sex, Marriage. (Offered as English 32 and Women's and Gender Studies 55.) This course will examine the literary and cultural meanings of love, sexuality, and marriage in the Middle Ages, with a primary focus on late medieval England. We will explore such phenomena as "courtly love," bawdy humor, and the place of romantic love in marriage, while we also consider how various authors use the language and concepts of love to explore deeper questions of power, identity, and literary purpose. We will read and discuss selected texts from the Arthurian tradition and from the works of John Gower and Geoffrey Chaucer, as well as assorted religious texts, love poems, comic tales of adultery, and debates about the sinfulness of women. Readings will be in translation or in Middle English (of which no prior knowledge is required).

Spring semester. Visiting Professor Walling.

61. Women and Politics in Africa. (Offered as Political Science 29 [GS, CP], Black Studies 25 [A], and Women's and Gender Studies 61.) This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of post-colonial African policies. This course will also explore case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Spring semester. Five College Professor Newbury.

62. Women in the Middle East. (Offered as History 62 [ME], Asian 63 [WA], and Women's and Gender Studies 62.) The course examines the major developments, themes and issues in women's history in the Middle East. The first segment of the course concerns the early Islamic period and discusses the impact of the Quran on the status of women, the development of Islamic religious traditions and Islamic law. Questions concerning the historiography of this "formative" period of Islamic history, as well as hermeneutics of the Quran will be the focus of this segment. The second segment of the course concerns the 19th-

and 20th-century Middle East. We will investigate the emergence and development of the "woman question," the role of gender in the construction of Middle Eastern nationalisms, women's political participation, and the debates concerning the connections between women, gender, and religious and cultural traditions. The third segment of the course concerns the contemporary Middle East, and investigates new developments and emerging trends of women's political, social and religious activism in different countries. The course will provide a familiarity with the major primary texts concerning women and the study of women in the Middle East, as well as with the debates concerning the interpretation of texts, law, religion, and history in the shaping of women's status and concerns in the Middle East today. *This class is conducted as a seminar.* Two class meetings per week.

Limited to 20 students. Spring semester. Professor Ringer.

63. Women's History, America: 1607-1865. (Offered as History 45 [US^P] and Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure, and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolition and feminism, and women's participation in the Civil War. Two class meetings per week.

Omitted 2009-10. Professor Saxton.

64. Women's History, America: 1865 to Present. Offered as History 46 [US] and Women's and Gender Studies 64.) This course begins with an examination of the experience of women from different racial, ethnic and economic backgrounds during Reconstruction. It will look at changes in family life as a result of increasing industrialization and the westward movement of settler families, and will also look at the settlers' impact on Native American women and families. Topics will include the work and familial experiences of immigrant women (including Irish, Polish, and Italian), women's reform movements (particularly suffrage, temperance, and anti-lynching), the expansion of educational opportunities, and the origins and programs of the Progressives. The course will examine the agitation for suffrage and the subsequent splits among feminists, women's experiences in the labor force, and participation in the world wars. Finally, we will look at the origins of the Second Wave and its struggles to transcend its white middle-class origins. Two class meetings per week.

Omitted 2009-10. Professor Saxton.

68. Globalization, Social Movements and Human Rights. (Offered as Political Science 86 [CP] and Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often accompanied the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. We will examine women's movements, environmental movements, and democracy movements in several regions of the world. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 13, 20, 31, 46, 48, 70, or 74. Limited to 25 students. Omitted 2009-10. Professor Basu.

77, 77D, 78, 78D. Senior Departmental Honors. Open to senior majors in Women's and Gender Studies who have received departmental approval.

Fall and spring semesters.

85. States of Poverty. (Offered as Political Science 85 [AP, GP] and Women's and Gender Studies 85.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies. The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: Some previous exposure to background material. Admission with consent of the instructor. Limited to 20 students. Spring semester. Professor Bumiller.

97, 98. Special Topics. Independent Reading Courses.

Fall and spring semesters.

RELATED COURSES

Representations of Black Women in Black Literature. See Black Studies 24.

Evaluating Social Policy. See Economics 64.

Queer Fictions. See English 59.

Sexuality and History in the Contemporary Novel. See English 60.

Feminism, Theater, and Performance. See English 79.

Women of Ill Repute: Prostitutes in Nineteenth-Century French Literature. See French 42.

Sex Role Socialization. See Psychology 40.

Gender, the Brain and Behavior. See Psychology 43.

The Holy Wo/Man in Late Antiquity. See Religion 43.

Sociology of Family. See Sociology 21.

Caribbean Women Claiming Their Islands. See Spanish 23.

Women Writers of Spain. See Spanish 32.

Argentina, Brazil, Chile: Film and Politics of Democratization. See Spanish 88.

Latina Women Writers—Memory, Political Voice and New Identities. See Spanish 93.

FIVE COLLEGE FACULTY COURSE OFFERINGS

FIVE COLLEGE SUPERVISED INDEPENDENT LANGUAGE PROGRAM, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Dari, Modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Yoruba, Vietnamese, and Wolof. For further information, including information on registration, consult the website (http://www.umass.edu/fclang).

FIVE COLLEGE MENTORED LANGUAGE PROGRAM, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary, intermediate and advanced courses are currently offered in the following languages: Modern Standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi, and Swahili. For further information, including information on registration and prerequisites, consult the website (http://www.umass.edu/fclang).

African Studies

CATHARINE NEWBURY, Professor of Government (at Smith College in the Five College Program).

Government 321. The Rwanda Genocide in Comparative Perspective. In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.

Fall semester. Smith College.

SS 227. Women and Politics in Africa. This course will explore the genesis and effects of political activism by women in Africa, which some believe represent a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Fall semester. Hampshire College.

Government 233. Problems in Political Development. Why are so many states of the world poor and "underdeveloped?" What is the meaning of development, and how can it be achieved? Focusing on areas of Africa, Latin America and Asia, this course will explore the role of the state in development; institutions, actors and social movements that structure political interaction; and the relationship between democratization and development.

Spring semester. Smith College.

Political Science 29/Black Studies 25/WAGS 61. Women and Politics in Africa. See Political Science 29.

Spring semester. Amherst College.

Arabic

MOHAMMED MOSSA JIYAD, Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing. (4 credits)

Fall semester. Mount Holyoke College.

Asian 232f. Intermediate Arabic I. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. (4 credits)

Fall semester. Mount Holyoke College.

Asian 131s. Elementary Arabic II. Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses. (4 credits)

Spring semester. Mount Holyoke College.

Arabic 233s. Intermediate Arabic II. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. (4 credits)

Spring semester. Mount Holyoke College.

Asian 320s. Arab Women Novelist's Works. The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspect of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in the process of creating new roles for women and men in a new society.

Spring semester. Mount Holyoke College.

Archaeology

ELIZABETH KLARICH, Assistant Professor of Anthropology (at Smith College in the Five College Program).

Anthropology 135. Introduction to Archaeology. The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored.

Limited to 30 students. Fall semester. Smith College.

Anthropology 216f. The Inca and Their Ancestors. This course explores the archaeology and history of the Inca Empire and earlier prehistoric cultures in the Andean region of South America. Readings and lectures will explore how artifacts such as pottery, stone tools, and food remains, plus regional and site-level data are used to understand major political, economic, and social processes in the past. Particular attention will be paid to the development of early states on the Peruvian coast, the role of ceremonial centers in the highlands, and continuities in the political and social structures between the Inca and their ancestors.

Fall semester. Mount Holyoke College.

Anthropology 347. Seminar: Topics in Archaeology, Prehistory of Food. This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphases will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

Spring semester. Smith College.

Anthropology 24. Archaeological Method, Theory and Practice. See Anthropology 24.

Spring semester. Amherst College.

Architectural Studies

THOM LONG, Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program).

HACU 267. Space and Phenomenon. This studio architecture course will be a design investigation of a unique approach to space and phenomena as related to architecture and the built environment. The course will combine reading, writing and studio work along with group and individual projects. Students will use traditional and contemporary architectural skills to analyze and respond to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language necessary to identify and define spaces. The objective of the course is to solve a cross-section of both simple and complex architectural issues involving site, inhabitation, function, form and space through very rigorous, open-ended, and creative design work. This course will require a large volume of work outside of the class. There are no prerequisites for this Five College Architectural Studies course—*though one semester of design is recommended.* Lab fee of $50.

Enrollment will be determined after the first class meeting. Fall semester. Hampshire College.

Art 205-1. Sculpting Space (Architectural Design Studio). This studio architecture course will be a design investigation of a particular theme in, or approach to, architecture and the built environment (details vary). In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, diagramming) to interdisciplinary and critical design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form and space. Our goal is to apply creative techniques in art and sculpture to the creation of social architectural spaces. Lab fee of $50.

Requisite: Drawing I; one semester of design or sculpture recommended. Enrollment will be determined after the first class meeting. Fall semester. Mount Holyoke College.

HACU 307. Think. See. Do—Concentrations in Studio Architecture. This course is open to second-year Division II and Division III students, and Five College Architectural Studies seniors completing or anticipating thesis studio projects in architecture and design. It will enable students to develop individual projects in a collaborative studio setting. Students will work to further develop their self-proposed projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration.

This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. The fundamental thinking for this course is that *the power of the art of architecture lies not in the complexity of the object, but in the complexity of the subject.* Through this, our approach will be to dissect, unpack, analyze and critique the nature and action of subjects (those inhabiting architecture) to formulate design responses and interactions. Students will work with multiple methodologies and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Students must have an individual project ready or in progress at the start of the term.

Requisite: An established work methodology and have taken several studios in architectural design and intend to use this course to complete a compressed single-semester thesis project. Spring semester. Hampshire College.

European Studies 52/Art 16. Designing Across Borders and Time. See European Studies 52.

Limited to 8 students. Spring semester. Amherst College.

Art and Technology

JOHN SLEPIAN, Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program).

IA 388. Art, Nature, Technology. The discourses of art, nature and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry, and green technology. Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's *Telegarden.* There will be series of readings on topics like the social construction of nature.

Fall semester. Hampshire College.

Art 162. Introduction to Digital Media. An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station.

Limited to 14 students. Fall semester. Smith College.

IA 241. Digital Art: Multimedia, Malleability and Interactivity: Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik.

Spring semester. Hampshire College.

ARS 361. Interactive Digital Multimedia. This course emphasizes individual projects and one collaborative project in computer-based interactive Multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this course.

Requisite: ARS 162 and permission of the instructor. Limited to 14 students. Spring semester. Smith College.

Asian/Pacific/American Studies

RICHARD CHU, Assistant Professor of History (at the University of Massachusetts in the Five College Program).

History 247. "Empire," "Race," and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects. Is the United States an "empire"? Today, U.S. political, military, and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization, and militarism. Requirements include two exams and a final paper.

Fall semester. University of Massachusetts.

History 175/Amer. Studies 102. Asian-Pacific American History. This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent.

The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the U.S. to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region.

Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Fall semester. Mount Holyoke College.

History 247. Asian-Pacific American History. This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent.

The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region.

Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Spring semester. University of Massachusetts.

SS 216. Chinese Diasporic Communities in the World: Race, Empire and Transnationalism. This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire-building, colonization, war, transnationalism, and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate, and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire, and nationalism.

Spring semester. Hampshire College.

SUJANI REDDY, Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 36. South Asians in the United States. See American Studies 36.

Not open to first-year students. Limited to 15 students. Preference given to American Studies majors. Fall semester. Amherst College.

Sociology 392R. Racialization. This course defines, analyzes and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin in the late nineteenth century and follow through to the present day. It will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; the relationship between immigration, racialization and nation-state formation; questions of naturalization, citizenship and family reunification; immigrant labor; "illegal" immigrants; nativism and anti-immigration movements; the relationships between gender, sexuality, race, class and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.

Fall semester. University of Massachusetts.

American Studies 32. Racialization in the U.S.: The Asian/Pacific/American Experience. See American Studies 32.

Limited to 20 students. Spring semester. Amherst College.

History 278s. Immigration Nation. This course examines both race and racism as elements in the historical process of "racialization," and proceeds by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. We will outline the basic patterns of migration to the United States from the late nineteenth century to today. Specific topics may include (but are not limited to) imperialism; diaspora; immigrant rights; immigrant labor; "illegal" immigration; nativism; social movements; and the relationships between gender, sexuality, race, class and nation.

Spring semester. Mount Holyoke College.

Dance

CONSTANCE VALIS HILL, Associate Professor of Dance (at Hampshire College in the Five College Program).

HACU 270. Fleeting Images: Choreography on Film. From silent slapstick comedy and grandiose musicals to martial arts action films and music television videos, the dancing body has riveted the camera's eye since the creation of moving pictures at the turn of the twentieth century. This course examines the centrality of dance in the motion picture, and at the same time shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.

Fall semester. Hampshire College.

Dance 273. Issues in Dance History: Black Traditions in American Dance. This class will explore the forms, contents and contexts of black traditions that played a crucial role in shaping American theatrical dance in the twentieth century, and acknowledging such African American dance artists as Bill Robinson, Katherine Dunham, Pearl Primus, and Alvin Ailey—along with Isadora Duncan, Martha Graham, Doris Humphrey, and George Balanchine—as the pioneering movers and shapers of our modern American dance tradition. As we progress from turn-of-the-century musical comedy dance and Broadway jazz in the twenties, to modern dance in the thirties, ballet Americana in the forties, postmodern experimental dance in the sixties, and popular social dance forms in the eighties and nineties, we are asking, what is American dance, and what are the particular black cultural traditions that shaped American dance performance? Viewing American cultural history through the lens of movement and performance, we will discuss how expressive cultural forms from the African diaspora are transferred from the social space to the concert stage; and how (and why) music and dance forms from the black vernacular, such as swing and hip-hop, are inhaled wholesale into the mainstream of American popular culture.

Fall semester. University of Massachusetts.

HACU 325. Jazz Tap Dancing America: History and Practice. This class will survey and sample the history of jazz and tap dancing in America, and takes place in both the classroom and studio, enabling us to view and embody the rich tradition of American vernacular percussive dance. In the classroom, we will trace the evolution of tap dance as a fusion of British and West African musical and step dancing traditions in America through the seventeenth, eighteenth, and nineteenth centuries; and its development in direct relation to jazz music in the twentieth century, when it divided into two distinct forms—jazz dance and jazz tap dance. We will also look at jazz tap's most recent absorption of hip-hop rhythms which has yielded yet another rhythmically-thrilling and technically virtuosic percussive dance expression called "hitting." In the studio, we will sample the steps and styles representative of each of these historic periods, and learn classic jazz and tap choreographies.

Spring semester. Hampshire College.

Dance 171. Twentieth-Century American Dance. From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker, bending over backward until their heads almost touched the floor; from the zealous modernists to the irreverent postmodernists; from ballroom, boogie, and shim-sham-shimmy to jazz tap, bebop, and hip-hop: this survey of twentieth-century American dance looks at all the steps, styles, and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we will ask, what are the particular social and cultural traditions that shaped American dance performance; as we trace our own roots as dance artists within the twentieth-century continuum.

Spring semester. Mount Holyoke College.

English

JANE DEGENHARDT, Assistant Professor of English (at the University of Massachusetts in the Five College Program).

English 892N. Tragicomedy. This course explores the rise of a popular genre of stage plays that debuted in England around 1600 and attracted every major playwright of the period. It will analyze the tropes and conventions of tragicomedy in relation to social and cultural politics, as well as the literary models that preceded tragicomedy, especially romance. We'll pay particular attention to the political implications of genre. And we'll analyze closely the formal structures and thematic content of tragicomic plays, including the specific means by which they arrive at comic resolutions and the tragic possibilities that they flirt with but refuse to play out. Primary readings will include tragicomedies by Shakespeare, Fletcher, Webster, Massinger, Marston, Dekker, and Heywood, as well as romances by Tasso, Cervantes, Chaucer, and others. Secondary readings will include both Renaissance and modern genre theory, as well as emerging criticism on tragicomedy. Final projects will give students the opportunity to explore their own interests in relation to those of the course.

Spring semester. University of Massachusetts.

English 312f/Theater 350. Seminar on Shakespeare's "Problem Plays." This course explores plays in Shakespeare's canon that seem to defy conventional classifications. How do we make sense of "comedies" that end in violence or oppression? Does our system of classifying plays oversimplify Shakespeare's experiments with genre? We will take a new look at what makes Shakespeare's plays innovative, and develop an in-depth understanding of their dramatic forms. Readings include some of Shakespeare's most well-known plays, such as *The Merchant of Venice, Measure for Measure,* and *All's Well That Ends Well,* as well as some of his least known. We will also read one or two non-Shakespearean plays for context and comparison. Meets Humanities I-A requirement. One meeting per week. Meets English department seminar requirement; meets pre-1700 requirement. (4 credits)

Requisite: Eight credits in department beyond English 101, including English 211 or permission of instructor. Open to juniors and seniors. Limited to 15 students. Fall semester. Mount Holyoke College.

English 204. Introduction to Asian American Literature. What does it mean to be an Asian American and how has this changed over time? In this course we'll look at the differing ways that Asian American writers have approached this question from the early twentieth century to the present time. We'll learn about the history of Asian immigration, citizenship, internment, and interracial encounters, which are all central themes that recur in Asian American literature. Readings may include the work of Sui Sin Far, Hisaye Yamamoto, David Henry Hwang, Maxine Hong Kingston, Andrew Lam, Bharati Mukherjee, Jhumpa Lahiri, Fae Ng, and Heinz Insu Fenkl. Course requirements: active participation, one short essay emphasizing close reading, a midterm exam, and final research paper

Spring semester. University of Massachusetts.

English 254. English Drama in the Age of Shakespeare. The Renaissance was one of the most innovative periods of theatrical history, thanks to a host of talented playwrights who have since been forgotten or eclipsed by Shakespeare. Who were these once popular friends and competitors to Shakespeare? In this course we'll learn about the history of Renaissance theater and survey a range of funny, bizarre, violent, surprising, and suspenseful plays. Readings include a sampling of tragedy, comedy, history, romance, and tragicomedy by Christopher Marlowe, John Webster, Thomas Heywood, John Fletcher, Ben Jonson, Elizabeth Cary, and Philip Massinger. Our focus will be on the structure and language of the plays, their dramatic form and genres, and their relations to the pressing issues and questions of the time. Course requirements include three essays and an oral presentation.

Spring semester. Smith College.

Film/Video

BABA HILLMAN, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program).

HACU 253. Writing for Film: Text, Performance and Memory in Transnational Cinema. This production/theory course combines studies in writing, film and video-making with an emphasis on the theme of migration in contemporary film through a study of the role of memory, language, performance and visual structure. The course will engage students across disciplines who are working with issues of displacement and exile, as well as students who are working with languages other than English or across multiple languages. We will study filmmakers and writers who are working in hybrid combinations of poetic, fictional and non-fictional forms and in a context of transnational histories. The course emphasizes Maghrebi film with a range of approaches by filmmakers who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. The course includes a study of writers

Sophie Ponchalet, Faiza Guène, Leila Sebbar, and Leila Houari and critical writings by James Clifford, Reda Bensmaia, and Carrie Tarr.

Admission with consent of the instructor. Fall semester. Hampshire College.

English 82. Production Workshop in the Moving Image: Narrative Cinema in a Global Context. See English 82.

Admission with consent of the instructor. Limited to 12 students. Fall semester. Amherst College.

HACU 187. Performance and Directing for Film, Video and Installation. This is a production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities in a context specific to film and video. The course emphasizes development of individual approaches to relationships between performance, text, sound and image. We discuss visual and verbal gesture, dialogue and voice-over, performative practice with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings introduce students to a wide range of approaches to performance in international film and video with an emphasis on the work of African filmmakers.

Spring semester. Hampshire College.

English 89/ Theater and Dance 96. Production Seminar in the Moving Image: Performance, Video and Sound. See English 89.

Admission with consent of the instructor. Limited to 16 students. Spring semester. Co-taught with Professor Wendy Woodson. Amherst College.

BERNADINE MELLIS, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program).

Film Studies 210. First Person Documentary. This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects.

Admission with consent of the instructor. Limited to 12 students. Fall semester. Mount Holyoke College.

Comm 397CC. Intro To Video Art Production: Adaptation. This course provides a foundation in the principles, techniques, and equipment involved in making short video adaptations. Working with already existing texts (short stories, plays, poems, novel excerpts, films, songs, news stories, etc.), students will develop their own projects. The course will introduce students to the following: developing a viable story idea and script from another author's text; working with actors; dramatic structure and its relationship to cinematography; aesthetics and mechanics of shooting; the role of sound; and the conceptual and technical underpinnings of digital editing. We will do several very short exercises early in the semester, working towards a longer final piece. The larger objective of the course is to gain proficiency in the language of moving images by looking at other media through the prism of film. In this way, we will develop our ability to tell stories in cinematic terms.

Admission with consent of the instructor. See the Comm 397CC course listing at www.umass.edu for an application. Limited to 12 students. Fall semester. University of Massachusetts.

Film Studies 310. Advanced Documentary Production. This course will take concepts introduced in the fall introductory video production class to the next level. We will delve deeper into the study of documentary history and theory, while also working on documentary projects. Students will work in pairs or small groups to produce one project over the course of the semester, from developing a proposal through the stages of pre-production, production, and post-production.

Spring semester. Mount Holyoke College.

Film Studies 282. Intro Video Production: First Person Documentary. Same description as Film Studies 210.

Spring semester. Smith College.

Geosciences

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

Geo 105. Dynamic Earth. Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers, and wind; natural hazards; survey of resources of water, energy, and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS)

Fall semester. University of Massachusetts.

Geo 591V. Volcanology. A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism.

Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook, and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper.

Honors students will "adopt" a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano.

Spring semester. University of Massachusetts.

History

NADYA SBAITI, Assistant Professor of Middle Eastern History (at Smith [home campus] and Mount Holyoke Colleges in the Five College Program) will be on leave in 2009-10.

International Relations

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 164t. Energy, Resources and American Foreign Policy. An assessment of American foreign policy in the Obama era, with particular reference to issues of energy, the environment, and natural resources. The course will begin with an analysis of the main features of Obama's foreign policy and how they differ from those of the Bush administration. It will then focus on Obama's approach to energy, natural resources, and global warming and how these affect American foreign policy. Particular emphasis will be placed on the role of energy and environmental issues in America's ties with China, Russia, Africa, and the Middle East. Students will be expected to follow world affairs on a daily basis, to examine a particular problem in U.S. foreign policy in depth, and to report on their research in class.

Open to Hampshire College first-year students only. Fall semester. Hampshire College.

Political Science 392G. Global Resource Politics. This course will examine the global competition for vital natural resources, especially oil, natural gas, water, food, and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas, and water. The impact of global warming on the future availability of water, food, and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.

Fall semester. University of Massachusetts.

SS 282. War, Peace and Violence. This course will examine the nature of violent conflict in the current era, looking not only at conventional warfare among nation-states but also at unconventional forms of warfare, including terrorism, insurgency, ethnic warfare, civil disorder, and criminal violence. The aim of the course will be to gain insight into the causes, characteristics, and consequences of contemporary conflict, with the intent of devising better preventative and ameliorative measures. Students will be expected to follow current world affairs closely and to choose a particular conflict or subset of conflicts for close inspection and analysis, reporting on their findings in class.

Spring semester. Hampshire College.

Government 250. Case Studies in International Relations. Same description as Political Science 392G.

Spring semester. Smith College.

JON WESTERN, Associate Professor of International Relations (at Mount Holyoke College in the Five College Program).

International Relations 237. International Human Rights. This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.

Fall semester. Mount Holyoke College.

Political Science 391Z. International Human Rights. This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.

Fall semester. University of Massachusetts.

International Relations 319. U.S. Foreign Policy, Human Rights and Democracy. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Spring semester. Mount Holyoke College.

Government 354. US Foreign Policy, Human Rights and Democracy. Same description as International Relations 319.

Spring semester. Smith College.

Italian

ELIZABETH H. D. MAZZOCCO, Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program).

Italian 126H. Intensive Elementary Italian Honors. The course's goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy's culture, history and literature. Unlike the non-honors Italian 126, this course meets 5 times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Universita di Bologna-Forli hosted by the UMass Italian program.

Open to first-year and sophomore students. Fall semester. University of Massachusetts.

Japanese

FUMIKO BROWN, Five College Lecturer in Japanese (at Amherst College in the Five College Program).

Japanese 13. Introduction to Thematic Reading and Writing. See Japanese 13.

Requisite: Japanese 12 or equivalent. Fall semester. Amherst College.

Asian Studies 324. Third Year Japanese I. This course helps students attain higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

Fall semester. Mount Holyoke College.

Japanese 14. Thematic Reading and Writing. See Japanese 14.

Requisite: Japanese 13 or equivalent. Spring semester. Amherst College,

Asian Studies 326s. Third-Year Japanese II. This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Meets Language requirement; does not meet a distribution requirement. (4 credits)

Requisite: Asian 324 or equivalent (see Ms. Nemoto for placement). Limited to 15 students. Spring semester. Mount Holyoke College.

Korean

SUK MASSEY, Five College Lecturer in Korean (at Smith College in the Five College Program).

Korean 110. Korean I. An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. (4 credits)

Fall semester. Smith College.

Korean 220. Korean II. This course places equal emphasis on oral/aural proficiency, grammar, and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. (4 credits)

Requisite: 111 or consent of the instructor. Fall semester. Smith College.

Korean 301. Korean III. Continued development of speaking, listening, reading, and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are introduced. (4 credits)
Requisite: 221 or consent of the instructor. Fall semester. Smith College.

Korean 111. Korean I. A continuation of 110. (4 credits)
Requisite: 110 or consent of the instructor. Limited to 15 students. Spring semester. Smith College.

Korean 221. Korean II. A continuation of 220. (4 credits)
Requisite: 220 or consent of the instructor. Limited to 15 students. Spring semester. Smith College.

Music

BODE OMOJOLA, Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program).

Music 371. Analytical Studies in World Music. The main focus of this course is to facilitate a culturally sensitive analytical engagement of musical traditions from different parts of the world. The course begins with a survey of some of the theoretical and methodological issues that have shaped the field of ethnomusicology and influenced the study of musical traditions especially in the post 1950s era. Relying on audio and video recordings as well as on music notation, the course examines musical examples from different parts of the world, including Africa, Asia and Latin America. Emphasis will be on understanding musical structures as defined in specific traditions, and the ways in which musical performances/compositions relate to or are shaped by factors emanating from the cultural environment in which they are situated. Students offering this course are expected to carry out a final project on a selected musical performance or composition, drawing on the theoretical and analytical approaches examined in the course.
Fall semester. Mount Holyoke College.

Black Studies 26/Music 6 . Master Musicians of Africa. See Black Studies 26.
Fall semester. Amherst College.

Music 226. World Music. This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.
Spring semester. Mount Holyoke College.

Music XX. African Popular Music. This course focuses on twentieth-century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous and mbaqanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and post-colonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.

Spring semester. University of Massachusetts.

Russian, East European, Eurasian Studies

SERGEY GLEBOV, Assistant Professor of History (at Smith College in the Five College Program).

History 239. Russian Empire Building in Eurasia. The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929; the dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the Russian empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.

Fall semester. Smith College.

SS 269. Affirmative Action Empire: Soviet Experiences of Managing Diversity. This course introduces students to the history of the Soviet state and society through a variety of topics, all of which touch on the problem of dealing with diversity under a Communist regime. We will begin with a discussion of recent theories of nationalism and empire, and read Joseph Stalin's and Vladimir Lenin's texts on revolution and nationalism. Later, we shall discuss how the Communist regime envisioned socialist transformations in various parts of the Soviet Union, focusing in particular on the Soviet campaign for the modernization of Islamic Central Asia and the unveiling of Central Asian women. We will also explore the meaning of the Great Terror that swept the country as Stalin's grip on power hardened and look at World War II and its legacies. Using a range of historical sources, from animated films to novels and rock songs, we shall explore the culture of the late Soviet Union and discuss social forces that predetermined its demise as the only grand alternative to Western-style liberal democracy. It is expected that by the end of the class students will be familiar with the assumptions and the language of Soviet-style Marxism, and understand the evolution of the economic, cultural and social policies of the Soviet regime.

Fall semester. Hampshire College.

History 247. Aspects of Russian History. Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union, and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and Stalin's Terror. How World War II and post-war reconstruction became formative experiences for today's post-Soviet nations.

Spring semester. Smith College.

Russian 20. Introduction to the Peoples and Cultures of Eurasia. Description TBA.

Spring semester. Amherst College.

Theater

ROBERT KAPLOWITZ, Visiting Lecturer in Sound Design (at the University of Massachusetts in the Five College Program).

Theater 393s. Sound Design I. What is theatrical sound design? Funny you should ask . . . Introduction to sound design attempts to answer that question, exploring what sound design is, how to look at a text and launch your creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each other's projects, as well as creating their own work.

Fall semester. University of Massachusetts.

IA 323. Advanced Sound Design for Theater. This class is restricted to students who have either completed the intro sound design class, or who can demonstrate sufficient knowledge of the software and concepts of sound design to the professor. It is tailored to the specific class group—previous advanced classes have focused on topics such as "How to convert confusing ideas into concrete sounds for the stage" and "How to successfully communicate your designs to a director who doesn't speak sound." Additionally, the class will include at least one visit to a professional production (a major Off-Broadway or Broadway production in NY), as well as "True tales of show business" and advice on how career basics like how one's résumé should look, and who buys the coffee for any particular meeting.

Fall semester. Hampshire College.

Theater and Dance 46. Sound Design I. See Theater and Dance 46.

Spring semester. Amherst College.

Theater XX. Advanced Sound Design. Description TBA.

Spring semester. Smith College.

Women's Studies

SARAH RICHARDSON, Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program).

Women's Studies 290A. Introduction to the Biology of Difference. The course centrally examines our understanding of the "body." While humans have many similarities and differences, we are organized around certain axes of "difference" that have profound consequences—sex, gender, race, class, sexuality, religion, nationality etc. These differences can shape not only group affiliation and identity, but also claims about intellectual and behavioral capacities. This course will explore popular claims, critiques and understandings of "difference" as well as academic research, its claims, debates and critiques. This is an interdisciplinary course that will draw from the biological and social sciences and the humanities. We will explore principles of human biology—anatomy, physiology, sex/gender/sexuality, reproductive biology, genetics, as well as the scientific method(s) and experimental designs. The course will give students the tools to analyze scientific studies, to understand the relationship of nature and culture, science and society, biology and politics.

Fall semester. University of Massachusetts.

NS 239. Sex, Gender, and Evolutionary Biology. Evolutionary biology is said to explain human gender roles, sexual preferences, and sex differences in behavior and cognition, including rape, monogamy, pornography, homosexuality, physical attraction, and maternal instinct. This course examines these and other controversial claims. We will read the scientific literature and its critiques and consider the social, historical, and ideological dimensions of evolutionary concepts of human sex and gender difference.

Spring semester. Hampshire College.

Gender St. 333s. Medical Management of the Female Body. This course examines how Western medical knowledge, practices, and institutions define female health and normality and manage diseased and gender-variant female bodies. We will explore how medicine conceives of the female body as a medical problem or mystery and consider how race, class, and sexuality inflect medical conceptions of the female body. Topics include "female maladies," including PMS, pain disorders, and autoimmunity, medicalization of childbirth and the pregnant body, medical management of transgender and intersex bodies, medical conceptions of ideal body weight and fitness, gender norms and cosmetic surgery, women and disability, and pharmaceutical marketing toward women.

Spring semester. Mount Holyoke College.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. An African course is defined as one the content of which is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate, integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an historical perspective;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (art, folklore, history, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than three courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than three relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available at www.fivecolleges.edu/sites/african/ or from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 2009-10 the Amherst certificate program advisor is Professor Roland Obiodun of the History of Art and Black Studies Departments.

FIVE COLLEGE ASIAN/PACIFIC/AMERICAN STUDIES CERTIFICATE PROGRAM

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

An Amherst student qualifies for the certificate by satisfactorily completing the following requirements:

A. A minimum of seven courses, distributed among the following categories. As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisors.
    1. A foundation course, normally taken during the first or second year. This course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.
    2. At least five elective courses. Students must take at least one course from each of the following categories:
        a) Expressions. These courses are largely devoted to the study of APA cultural expression in its many forms.
        b) U.S. Intersections. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
        c) Global Intersections. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.
    3. A special project, which is normally fulfilled in the third or fourth year. This requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g., community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program advisor. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation.

        Students' plans for completing the requirement should be approved by a campus program advisor in the previous semester.

B. Further Stipulations:
    1. Grades: Students must receive the equivalent of a "B" grade or better in all courses counted toward the Certificate. (In the case of Hampshire students taking courses at Hampshire, "B" equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)
    2. Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.

3. No course can be counted as satisfying more than one Certificate distribution requirement.
4. Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program advisor.

C. Recommendation:

Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

A comprehensive list of courses and certificate requirements is available at http://www.fivecolleges.edu/sites/apa/. The Amherst faculty advisor for 2009-10 will be Professor Sujani Reddy.

FIVE COLLEGE BUDDHIST STUDIES CERTIFICATE PROGRAM

The Five College Buddhist Studies Certificate Program is administered by the Five College Buddhist Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. Because Buddhist Studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley. The Certificate Program provides a framework for students interested in Buddhism to develop a coherent, interdisciplinary approach to the study of this subject as a complement to their majors.

An Amherst student qualifies for the certificate by satisfactorily completing the following requirements:

1. The certificate must be comprised of at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke College, Smith College, or the University of Massachusetts; comparable upper-level courses at Amherst).
2. Students must take at least one course in three different disciplines of Buddhist Studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).
3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th-21st century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia, and the Tibeto-Himalayan region.
4. Students must receive a grade of at least "B" in each course counting towards the certificate.

For students who wish to pursue a certificate in Buddhist Studies as preparation for graduate study in this field, the Program strongly recommends the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). While language study is not required, up to two canonical or appropriate colloquial Asian language courses may count towards the seven required courses for the certificate. Students are also strongly encouraged to consider study abroad.

Faculty advisors will help students design their programs of study. Further information about the Five College Buddhist Studies Certificate is available at http://www.fivecolleges.edu/sites/buddhism/. For 2009-10 the Amherst faculty advisor will be Professor Maria Heim of the Religion Department.

FIVE COLLEGE CERTIFICATE PROGRAM IN CULTURE, HEALTH, AND SCIENCE

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisors on each campus, students choose a sequence of courses available within the five colleges and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective.

To receive the certificate students take seven courses (earning a B or better in each course) distributed across the following categories:

1. Overviews of Biocultural Approaches;
2. Mechanisms of Disease Transmission;
3. Population, Health, and Disease;
4. Healers and Treatment;
5. Ethics and Philosophy;
6. Research Design and Analysis.

A comprehensive list of certificate requirements is available online at http://www.fivecolleges.edu/sites/chs. For 2009-10, the Amherst faculty advisor will be Professor Christopher Dole of the Anthropology Department.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm or from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.)

In 2009-10 the Amherst faculty advisors will be Professor Ronald Tiersky (fall semester) and Professor Javier Corràles (spring semester) of the Political Science Department.

FIVE COLLEGE LATIN AMERICAN, CARIBBEAN, AND LATINO STUDIES CERTIFICATE PROGRAM

The Five College Latin American, Caribbean, and Latino Studies Certificate is issued by the Five College Council on Latin American Studies. To earn a Certificate, students must complete successfully a minimum of eight one-semester courses selected from five different areas, fulfill a language requirement, and achieve at least a grade of B in the minimum number of courses taken towards the certificate. Students are encouraged to plan their program of study in consultation with the Amherst College Latin American, Caribbean, and Latino Studies Certificate advisor. Completed applications for the certificate must be signed by the home campus advisor, who will bring the application to the Five College Latin American Studies Certificate Program committee.

Requirements: The eight one-semester courses must be taken within the following five areas and the student must earn a B or better in each course:

1. A broadly based, introductory course on the social and political history of Latin America;
2. One course in the social sciences that focuses substantially on Latin

America (including courses in anthropology, economics, geography, political science, etc.);
3. One course in the humanities that focuses substantially on Latin America (including courses in art, art history, dance, folklore, literature, music, philosophy, religion, or theater, etc.);
4. Four other courses on Latin America, the Caribbean, or U.S. Latinos (one of these courses can be replaced by a senior honors thesis on a Latin American, Caribbean, or U.S. Latino topic);
5. A seminar which gives the student's coursework in Latin America an interdisciplinary focus.

Students are strongly encouraged to complete at least one of these certificate requirements through the Five Colleges or while studying abroad.

Language requirement: Proficiency through second-year college level in an official (other than English) or indigenous language of Latin America and the Caribbean.

During 2009-10 the Amherst faculty advisor is Professor Carleen Basler of the American Studies and Sociology Departments. For more information see the Latin American Studies website at www.fivecolleges.edu/sites/latinamericanstudies/.

FIVE COLLEGE CERTIFICATE PROGRAM IN LOGIC

The Five College Certificate in Logic brings together aspects of logic from different disciplines within the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The Certificate offers an opportunity for students to pursue an interest in logic as a complement to their majors.

To earn the Five College Certificate in Logic, a student must take six courses in logic from any of the Five Colleges. No more than four courses can be counted towards the Certificate from any single one of the above disciplines. At least two courses must be taken at an advanced level (300 or above at University of Massachusetts, 210 or above at Smith College, 300 or above at Hampshire College or Mount Holyoke College, 25 or above at Amherst College). And at least one course must expose students to the basic meta-theory of first-order logic and to Gödel's Incompleteness Theorems. Students must receive grades of at least "B" in each course counting towards the Certificate.

The logic courses offered at the five institutions occasionally overlap. To insure that every Certificate student chooses wisely, each course of study must be approved by the coordinating committee for the Logic Certificate (which comprises one representative from each participating institution). Please see Professor Alexander George (Philosophy) or Professor Daniel J. Velleman (Mathematics) for further information.

For a list of courses fulfilling certificate requirements, consult the Logic Website at www.fivecolleges.edu/sites/logic/.

FIVE COLLEGE CERTIFICATE PROGRAM IN MIDDLE EASTERN STUDIES

The Five College Middle Eastern Studies Certificate provides the opportunity for serious study of the Middle East at Amherst College. The Program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisors from each of the five colleges. Students are encouraged to declare intentions and begin work with an advisor by the sophomore year. Students work closely with a Middle East Certificate Advisor to develop a particular focus of study, as well as a solid interdisciplinary foundation for a nuanced and complex understanding of the region's history, politics, religion, and literature. Competence in a Middle Eastern language (Arabic, Turkish, Persian or Hebrew) is considered essential to this certificate. Study abroad is strongly encouraged.

The certificate requires (a) Two introductory history courses, one in the premodern (before 1800) and one in the modern period; (b) Five courses from four disciplines (Religion and Philosophy; History, Literature and Art; Social Science); Language (beyond the two years of required language). Students must take at least one course in the first three disciplines; no more than two courses in any single discipline will count towards the certificate; and (c) Two years of a Middle Eastern language (demonstrated either in coursework or competence). Courses from all Five Colleges with a minimum grade of B count towards the certificate.

Further information about this certificate is available at *http://www.fivecolleges.edu/sites/middleeast/certificate/*. The Amherst faculty advisor for 2009-10 is Professor Monica Ringer of the History and Asian Languages and Civilizations departments.

FIVE COLLEGE CERTIFICATE PROGRAM IN NATIVE AMERICAN INDIAN STUDIES

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western Hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the Certificate Program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast to that Five College students can become acquainted with the history, culture and presence of indigenous peoples in this region.

Requirements: At least seven courses are required for completion of the Five College Certificate in Native American Indian Studies: a foundation course plus six additional courses, with no more than three of the seven courses from a single discipline. A student's program must be approved by the program advisor from her or his campus.

1. Foundation courses. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies.
2. At least six additional courses from a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate. For a list of these courses consult: http://www.fivecolleges.edu/sites/natam/. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the Committee.)
3. Grades. Students must receive a grade of B or higher in all 7 courses to receive a Certificate.

For 2009-10, the Amherst faculty advisor will be Professor Kevin Sweeney of the American Studies and History Departments.

FIVE COLLEGE CERTIFICATE IN RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES

This program offers students the opportunity to take advantage of the significant multidisciplinary resources in the Five Colleges on Russia, Eastern Europe and Eurasia. The certificate consists of a minimum of six courses. Courses applied to the certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European and Eurasian Studies.

Course Requirements:

A. The Program's core course is normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses and will introduce an interdisciplinary perspective on the historical and contemporary experiences of the peoples of Russia, Eurasia (here understood as the former republics of the Soviet Union), and East (and Central) Europe. The course will include guest lectures by noted specialists in the Five Colleges.

B. Five additional elective courses, distributed as indicated below. (Independent study courses may be included, assuming approval by the student's campus program advisor.)

C. At least four courses, including the core course, must be taken within the Five Colleges.

Language Requirement: Students receiving the Certificate must possess proficiency in a language of one of the certificate regions equivalent to the level achieved after four semesters of post-secondary course work. This proficiency may be demonstrated by course work or examination.

Study Abroad: Students are encouraged to study abroad in one of the certificate regions.

Elective Course Distribution: In electing the five courses satisfying the certificate requirements, the following guidelines should be observed:

- Courses should be drawn from more than one of the three geographical areas: Russia, Eurasia (here understood as the former republics of the Soviet Union and Eastern and Central Europe).
- At least one of the elective courses must focus on a period before the 20th century.
- At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/arts. No single course can fulfill more than one distribution requirement.
- Elementary or intermediate language courses cannot be included as one of the five electives. A language course beyond the intermediate level can be counted toward one of the electives.
- Credit for one-time courses, special topics courses and transfer or study abroad courses requires approval from the home campus faculty advisor to the program.

The faculty advisor for 2009-10 will be Five College Professor of Russian Sergey Glebov.

VI

PROFESSORSHIPS AND READERSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT

Professorships and Readerships

Winifred L. Arms Professorship in the Arts and Humanities. Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Professorship is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

Beitzel Professorship in Technology and Society. Established in 1999 by George B. Beitzel '50, this professorship recognizes distinction in the arts and sciences, particularly in the use of technology to enhance undergraduate learning. The Beitzel Professor at Amherst College will have a vision of interfacing man and machine in a way that fuses computer, networking, fiberoptic or future electronic technologies with the values of the academy, the ideals of a liberal education and the goals of an enlightened society.

Bruce B. Benson '43 and Lucy Wilson Benson Professorship. Established in 2005 by Lucy Wilson Benson in memory of her husband, Professor of Physics from 1947 to 1990, the Benson Professorship recognizes distinction in science and a demonstrated commitment to teaching and research. The goals of the Benson Professorship are to promote interdisciplinary research and teaching among the physical and biological sciences (preferably molecular biology, physics, and chemistry), foster exploration of the impact of these sciences on society, and emphasize the interdisciplinary connections between the sciences and other liberal arts disciplines at Amherst College.

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this professorship honors the memory of his son, Parmly Billings 1884.

Brian E. Boyle Professorship in Mathematics and Computer Science. Established in 1998 by Brian E. Boyle '69, this professorship recognizes exceptional teaching and research in the Mathematics and Computer Science Department or its successor department. The Boyle Professorship is held by a senior member of the faculty who has appreciation for the role of technology in teaching and who has demonstrated a dedication to the values of a liberal arts education.

Elizabeth W. Bruss Readership. Established in 1982 in memory of Elizabeth Bruss, The Bruss Reader is a member of the faculty appointed by the President and the Dean of the Faculty to a three-year term that rotates among the various academic disciplines at Amherst intergrating material about women into the curriculum. The Bruss Reader will also serve as a resource person for colleagues, bringing new information regarding women to their attention.

Class of 1880 Professorship in Greek. Given to the College by all living members of the Class at its 50th reunion in 1930.

Class of 1959 Professorship. Established by the Class of 1959 on the occasion of its 40th reunion to honor a distinguished faculty member in one of the traditional disciplines who has a deep commitment to students and to their habits of mind.

Henry Steele Commager Professorship. Established in 1991 by Wyatt R. Haskell '61, Jonathan P. Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey Professorship in Chemistry. Established in 1952 by bequest of George H. Corey 1888.

G. Armour Craig Professorship in Language and Literature. Established in 1994 by an anonymous donor, this professorship honors G. Armour Craig, Professor of English 1940-1985 and Acting President 1983-1984.

William Nelson Cromwell Professorship in Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm Sullivan & Cromwell.

George Lyman Crosby Professorship in Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship in Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship in Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Rachel and Michael Deutch Professorship. Established in 2007 by family members in memory of Rachel and Michael Deutch, this fund provides support for the Deutch Professor, held for a five-year renewable term by a distinguished professor in one of the following departments: chemistry, economics, French, history, mathematics, or philosophy.

Joseph B. Eastman Professorship in Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44.

Five College Fortieth Anniversary Professorships. Established in the spring of 2005, the Five College Fortieth Anniversary Professorships commemorate four decades of cooperation (1965-2005) among the members of the Five College Consortium. The professorships honor Five College faculty members for distinguished careers as scholars and teachers.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in memory of Mr. Folger's mother.

Emily C. Jordan Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1879 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis Professorship in the Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of Chemistry and 15th President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Unison Church in Boston, in honor of Samuel Green, also pastor of Union Church.

James J. Grosfeld 1959 Professorship. Established in 2002 by James J. Grosfeld of the Class of 1959, the Grosfeld Professorship is awarded to a senior member of the faculty in the Department of Law, Jurisprudence, and Social Thought, or an allied or successor department.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Boston merchant Samuel A. Hitchcock of Brimfield and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Roger C. Holden 1919 Professorship in Theater and Dance. Established by Roger C. Holden through a trust established in 1968, this professorship recognizes a distinguished member of the faculty at Amherst College who has demonstrated excellence in teaching and research as well as dedication to the College. During their lifetimes, Holden and his wife Sylvia were patrons of Amherst College, Pitzer College, and numerous arts and community organizations in southern California and Colorado.

Charles Hamilton Houston Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King Professorship in Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King '03, President 1932-46, emeritus 1946-51.

Alfred Sargent Lee '41 and Mary Farley Ames Lee Professorship. Established in 2000 by Alfred Sargent Lee '41 and Mary Farley Ames Lee to recognize a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Lewis-Sebring Professorship in Latin American and Latino Culture. Established in 2001 by the Lewis-Sebring Family Foundation on behalf of Charles A. Lewis '64 and Penny Bender Sebring, this professorship promotes the study of the culture, language, politics, history or art of Latin America or Latino America. The professorship honors a member of the faculty whose teaching and scholarship focus on Latin America or the contributions of Latino America to the intellectual and cultural life of the United States.

Rufus Tyler Lincoln Professorship in Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Georges Lurcy Professorship. Established in 2007 by the Trustees of the Georges Lurcy Charitable and Educational Trust, Alan S. Bernstein 1963, Daniel L. Bernstein 1959, George L. Bernstein and Seth E. Frank 1955. Georges Lurcy was born in France and emigrated to the U.S. in the late 1930s, where he became a U.S. citizen and continued his successful career as an investment banker until his death in 1953. International in his background, experience and outlook, Lurcy had a particular interest in fostering international educational opportunities. In his memory, the Georges Lurcy Professorship will honor a senior member of the Amherst faculty whose teaching and research reflect a substantial commitment to international study, international relations and perspectives.

Manwell Family Professorship in Life Sciences. Established in 2000 by Edward J. Manwell '25, this professorship is held by a faculty member who has shown dedication to the life of the College and distinction in teaching and research.

Massachusetts Professorship in Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy Professorship. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, and Honorary Chairman 1969-1989, to support visiting scholars who teach courses in American institutions and international relations.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill Professorship in Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first president of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow Professorship. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931, to endow a professorship in political science or American history.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship in Greek and Sculpture. Established in 1891 by bequest of John C. Newton, a Worcester mason and building contractor.

Edward N. Ney Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics and Social Institutions. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Olin Professorship in Asian Studies. Established in 1998 by the Spencer T. and Ann W. Olin Foundation to support a faculty member who advances students' understanding and appreciation of Asian art, economics, history, languages, politics, society or cultures.

James E. Ostendarp Professorship. Established in 1990 by former students, friends, and colleagues to honor (football) Coach Ostendarp on the occasion of a dinner in his honor held in New York City to show their appreciation for his keen interest in all aspects of the Amherst experience and his commitment to the development of the Amherst student within the ideals of a liberal arts education.

Domenic J. Paino Professorship in Global Environmental Studies. Established in 1997 by Birgitta and Domenic J. Paino '55, this professorship reflects the donors' interest in issues affecting the entire world and their commitment to the study of the interconnectedness of nations.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

Thomas F. Pick Readership in Environmental Studies. Established in 1999, this readership will support individuals who are dedicated to teaching, studying or researching in an area of environmental studies. The Pick Reader is a member of the faculty appointed by the President and the Dean of the Faculty to coordinate studies and to organize events relating to environmental studies across existing disciplines and departments. The Pick Reader will serve as a campus resource person in environmental studies.

Peter R. Pouncey Professorship. Established in 1995 by an anonymous donor in honor of Peter R. Pouncey, President 1984-1994 and Professor of Classics 1984-1999.

E. Dwight Salmon Professorship in History. Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman 1986-92, and emeritus 1992-2001, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Willem Schupf Professorship in Asian Languages and Civilizations. Established in 1994 by H. Axel Schupf '57, Trustee 1993-2005, emeritus since 2005, in memory of his father, to confirm the College's commitment to studying the East.

Winthrop H. Smith Professorship. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61, to fund a professorship in American history and American studies.

Bertrand Snell Professorship in American Government. Established in 1951 by bequest of Bertrand H. Snell 1894.

Stone Professorship in Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Thalheimer Professorship. Established in 1998 by the family of Louis B. Thalheimer '66, who served as a Trustee of the College from 1992-1998, and his daughter, Deborah E. Thalheimer '94, this professorship recognizes distinction in teaching and is intended to honor a scholar-teacher who has a strong interest in and commitment to undergraduates.

Willard Long Thorp Professorship in Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

William McCall Vickery 1957 Professorship. Established in 2007 by William McCall Vickery on the occasion of his 50th Reunion. The Vickery Professorship will honor a senior faculty member who is distinguished by and dedicated to teaching and research of art history or musicology.

Richard S. Volpert Professorship in Economics. Established in 2000 by Barry S. Volpert '81 and Teri C. Volpert in honor of Richard S. Volpert '56, this professorship supports a faculty member in the Department of Economics who has shown distinction in teaching and research concerning free market economics and dedication to the life of the College.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

The John William Ward Professorship. Established in 2003 by a member of the Board of Trustees, the John William Ward Professorship recognizes a senior faculty member at Amherst College who is an accomplished scholar and teacher and who has served the College community with distinction on a key committee or in an administrative post. The Ward Professor will be selected by the President and the Dean of the Faculty and appointed by the Board of Trustees.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, by his three sons, all Amherst alumni.

L. Stanton Williams Professorship. Established in 1990 by L. Stanton Williams '41 to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society.

Samuel Williston Professorship in English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship in Greek and Hebrew. Established in 1869. Formerly known as Graves Professorship of Greek Language and Literature.

Winkley Professorship in History and Political Economy. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

Henry Ward Beecher Lectureship. Established by Frank L. Babbott 1878 in honor of Henry Ward Beecher 1834. The incumbent is appointed biennially by the faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

Copeland Colloquium Fund. Established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lecture Fund. Established in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used to bring to campus well-known guest speakers who focus on topical issues.

Samuel B. Cummings Lectureship Fund. Established in 1997 by bequest of Samuel B. Cummings, this fund is to be used for an annual or biannual lecture in one of the academic fields of anthropology, archeology, psychology, and/or sociology.

Benjamin DeMott Memorial Fund. The Benjamin DeMott Memorial Fund was established in 2005 by Alan P. Levenstein, Class of 1956, and other Amherst College alumni, friends, and family members. Income from this Fund shall be used to provide funding for the Benjamin DeMott Memorial Lecture at Amherst College, which will take place annually as part of the Orientation of all first-year students. The DeMott Lecturer shall be a person who, like Professor DeMott, represents an engagement with the world marked by originality of thought coupled with direct social action, with special emphasis on intellectual participation in issues of social and economic inequality, racial and gender bias, and political activism.

Joseph Epstein Lecture Fund in Philosophy. Established in 1987 by members of the Department of Philosophy to sponsor philosophical talks and discussions at Amherst. The fund honors Professor Joseph Epstein, who for 35 years taught Amherst students philosophy, especially logic, philosophy of science, and American pragmatism.

Vadim Filatov, M.D., 1986 Memorial Lecture Fund. The Vadim Filatov, M.D., 1986 Memorial Lecture Fund, established in 2004 by Dmitry Dinces '86 and other Amherst classmates and friends of Vadim Filatov, is a permanently endowed fund at Amherst College providing support for the Amherst Center for Russian Culture.

Clyde Fitch Fund. Established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch 1886. This fund is used for the furtherance of the study of English literature and dramatic art and literature.

Forry and Micken Fund in Philosophy and Science. Established in 1983 by Carol Micken and John I. Forry '66 to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

John Whitney Hall Lecture Fund. Established in 1994 by Betty Bolce Hall to honor her husband. Income is used to initiate and maintain the John Whitney Hall '39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than 30 years he worked to develop Japanese studies in American colleges and universities.

Charles H. Houston Forum. Established in 1980 by Gorham L. Cross, Jr. '52 to honor Charles H. Houston '15. The income from this fund brings lecturers on law and social justice to Amherst.

Victor S. Johnson Lectureship Fund. Established in memory of Victor S. Johnson (1882-1943) by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lectureship's purpose of serving the best tradition of the liberal arts and individual freedom."

Corliss Lamont Lectureship for a Peaceful World. Established in 1982 by Corliss Lamont '57, this fund supports lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

Max and Etta Lazerowitz Lectureship. Established in 1985 by the late Professor Morris Lazerowitz of Smith College to honor his parents, this fund provides for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College faculty below the rank of full professor.

Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39 to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research and to fund the Everett H. Pryde Research Award, given annually to an Amherst senior.

Rapaport Lectureship in Contemporary Art Fund. The Rapaport Lectureship in Contemporary Art Fund, established in 1999, provides support for an annual lecture on some aspect of contemporary art. The goal of the Rapaport Lectureship is to increase awareness and appreciation of contemporary art among students and in the community.

Dr. Raymond A. Raskin Fund. The Dr. Raymond A. Raskin Fund, established in 2003 by Amherst Professor Lisa A. Raskin, is a permanently endowed fund at Amherst College. Professor Raskin has established this Fund in honor of her father, a clinician in and teacher of psychoanalysis for over fifty years. Income from this Fund is used to support an annual lecture in the area of psychoanalysis from an interdisciplinary point of view.

John Woodruff Simpson Lectureship. Established in memory of John Woodruff Simpson 1871 by his wife and daughter, to fund fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

Tagliabue Fund. Established in 1991 by Paul and Chandler Tagliabue to honor their son Andrew, who graduated in 1991. The fund supports the Asian Languages and Civilizations Department at Amherst College and funds lectures by social scientists on Asian issues.

Willis D. Wood Fund. Established in memory of Willis D. Wood 1894 to fund visiting scholars and lecturers to "talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

President: Professor Natasha Staller
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

Class of 2010

Gina Isabel Rodriguez
Hannah Solomon Merves
Erik Levy Schulwolf
David Joseph Wadden

Class of 2009

John Samuel Barbieri
Dino Beslic
Dylan Mila Bianchi
Michael Edward Connolly
Tasha Latriese Drake
Isabel Ana Duarte-Gray
Octavia Daniela Foarta
Stacey Michelle Frumm
Donatella Galella
Keinan Hyehsan Greene
Hilary Meredith Haimes
Suzanne Emily Hulick
Gautam Nandu Kalani
Carolyn Honoria Kendall
Katherine Claire Kiechel
Alex Jemyung Lee
Carly Rose Levenson
Kathryn Talbott Loomis
Andrew James Lundstrom
Margaret Catherine Mattaini
Graham James McKee
Calista Anne McRae
Melissa Root Moulton
Marshall Everett Nannes
Michael Daniel Neff
Rachel Bea Ojserkis
Rebecca Sage Oyen
Nicholas Olenik Pastan
Daniel Alexander Peterson
Tadeusz Pudlik
Jessica Lee Rhoades
Sarah Ruth Softness
Michael Alan Solomon
Bogdan State
Emil Marinov Temnyalov
Stephen William Trask
Benjamin James Vincent
Zandra Elene Walton
Hannah Sophia Ebert Winnick
Emily Greenough Wright

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition of those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor Mark D. Marshall
Secretary-Treasurer: Professor Stephen A. George

Full Membership 2009

Paul S. Bourgeois
Nicholas Campbell Darnton
Amy S. Wagaman

Associate Membership, Class of 2009

Jonathan Andicoechea
Evelyn Auyeung
John Samuel Barbieri
Kathryn Hagan Bentley
Daniel Graham Berman
Christine Breuer
Alexandria C. Brown
Katerina Lyubomirova Byanova
Catherine E. Calvert
Hua Chai
Vanessa Wen-Xi Chen
Michael Jay Chernicoff
Erin Chung
Elizabeth Dolin Dalton
Julian Damashek
Alanna Darling
Jacqueline Michelle De La Fuente
Mukta Dhond
Tasha Latriese Drake
Peter Kristian Foote
Stacey Michelle Frumm
Alec Thunder Goldfield
John J. Grein IV
David Darrah Grimes
Jeffrey A. Grover
Sara Frances Heller
Daniel James Helman
Caroline Kim
Tomas Kiselak
Jamie Lynn Kostyun
Laurel Elizabeth LaMontagne
Alex J. Lee
Tiffany Marie Lim
Jelani Lundy-Harris
Sarah Marks
Kimberley Sarah Misrahi
Erin Seidler Morrison
Darienne Ross Myers
Elizabeth Amanda Newman
Stephen Oduor Oloo
Kerry O'Loughlin
Mariana Yvonne Palacios
Daniel Alexander Peterson
Molly Katharine Priedeman
Tadeusz Janusz Pudlik
Joanna Lucy Rifkin
Timothy F. Ripper
Maria Love Rosasco
Holly Renee Saltrelli
Louise Mote Stevenson
Jonathan Malachi Tucker
Eve Frances Ebner Turow
Maxwell Douglas Urmey
Zandra Elene Walton
Michael Lawrence Waskom
David Butler Westwood
Chen Xie

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are based on merit and need (except for the Kellogg and Rosenblum) and are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is in mid-November and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Masanori Morita, representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the first-year and second-year level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Interested applicants should contact the Office of Fellowships for more information. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher '41 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

Seth E. Frank '55 Fellowship. Established in 1997 by Seth E. Frank '55, the income from this fund is to be used annually for post-graduate work by a graduate of Amherst College. The fellowship is to be awarded to a graduate who has demonstrated exceptional ability, interest, and achievement in the area of International Relations. The fellowship is not limited to graduate study but may be awarded for other endeavors which are international in scope.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from the fund, established by the late Rufus B. Kellogg 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal. This fellowship is based solely on merit. The Kellogg Fellowship will be offered again in 2012-13.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay 1893 and Mrs. Lay, in memory of their son Edward Poole Lay '22, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter '19, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Lloyd I. Rosenblum Memorial Fellowship. Established in 1997 for his son, Peter M. Rosenblum '70, and other family members, the fellowship is to be awarded annually to a graduate of Amherst College embarking on his or her first year of graduate studies in the fields of botany and biology. Each beneficiary should be a person who demonstrated significant promise in the relevant fields of study as an undergraduate at Amherst College. The fellowship is to be awarded solely on the basis of merit and without regard to race, sex, religion, gender, or nationality.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg '11, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Jesse Abbott Klafter '04E, *John Woodruff Simpson Fellow in Medicine.* University of California, San Francisco.

Rose Zheng Abramoff '09, *Forris Jewett Moore Fellow in Ecology/Environmental Biology.* Boston University.

Julie Ajinkya '03, *Amherst Memorial Fellow in Government.* Cornell University.

Allison M. Aldrich '04, *Amherst Memorial Fellow in Education.* Harvard Graduate School of Education.

Erin Paige Allaman '02, *Amherst Memorial Fellow in Education.* University of Colorado School of Education.

Jonathan Andicoechea '09, *Lloyd I. Rosenblum Memorial Fellow in Evolutionary Biology.* Indiana University, Bloomington.

Elizabeth J. Angowski '05, *Benjamin Goodall Symon Memorial Fellow in Religion.* Harvard University.

Kaku Armah-Kojo Armah '07, *Amherst Memorial Fellow in Public Health/Epidemiology.* University of Pittsburgh.

Janicelynn Asamoto '06, *John Woodruff Simpson Fellow in Law.* Fordham University School of Law.

Evelyn Auyeung '09, *Forris Jewett Moore Fellow in Materials Science and Engineering.* Northwestern University.

Sara Barmettler '08, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School.

Lenore Angela Bell '08, *Amherst Memorial Fellow in Creative Writing.* University of St. Andrews.

Jeffrey Blevins '09, *Amherst Memorial Fellow in Mediaeval English.* University of St. Andrews.

Benjamin Neil Blond '08, *John Woodruff Simpson Fellow in Medicine.* Yale University School of Medicine.

Alexandra Bloom '04, *Seth E. Frank '55 Fellow in International Relations, China Studies.* The Johns Hopkins School of Advanced International Relations, Hopkins-Nanjing Center.

Roger Boulay '03, *Amherst Memorial Fellow in Studio Art.* University of New Mexico.

Travis Bristol '03, *Warner Gardner Fletcher Fellow in Organization and Leadership.* Columbia University Teachers College.

Francis P. Brown '06, *Amherst Memorial Fellow in Public Policy.* Brandeis University.

Diana M. Cappiello '05, *Forris Jewett Moore Fellow in Library Science and History.* University of Maryland, College Park.

Alicia Carrasco '04, *John Woodruff Simpson Fellow in Medicine.* University of Washington School of Medicine.

Katherine Anne Carson '05, *Seth E. Frank '55 Fellow in International Relations.* The Johns Hopkins University, The Paul H. Nitze School of Advanced International Studies.

Eleanor Carter '97, *Amherst Memorial Fellow in Anthropology.* University of California, Los Angeles.

Geoffrey Francis Cebula '08, *Amherst Memorial Fellow in Slavic Languages and Literatures.* Princeton University.

Christopher Chambers-Ju '04, *Amherst Memorial Fellow in Political Science.* University of California, Berkeley.

Rishidev Chaudhuri '06E, *Forris Jewett Moore Fellow in Applied Mathematics/ Physics.* Yale University.

Ceridwen Bonnell Cherry '06, *Amherst Memorial Fellow in Law/ Public Policy.* University of Michigan Law School/Harvard Kennedy School of Government.

Jasmina C. Cheung-Lau '07, *Forris Jewett Moore Fellow in Chemistry.* University of Pennsylvania.

Christina Grace Chong '03, *Amherst Memorial Fellow in Higher Education.* Harvard University.

Jessica L. Chung '06, *Amherst Memorial Fellow in Education Administration and Policy.* University of Michigan.

Ronald Alexander Clark, Jr. '08, *John Woodruff Simpson Fellow in Law.* University of Pennsylvania Law School.

Martha Clifford '03, *Amherst Memorial Fellow in Landscape Architecture.* University of Pennsylvania.

Brian Clowdus '03, *Roland Wood Fellow in Acting.* University of South Carolina.

Edward Clune '02, *John Woodruff Simpson Fellow in Medicine.* The George Washington University School of Medicine.

Jennifer Collins '08, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Mari N. Crabtree '03, *Forris Jewett Moore Fellow in African American History.* Cornell University.

Loren Crary '07, *Charles B. Rugg Fellow in Law.* Stanford University.

Leslie Jane Curren '05, *Rosenblum Memorial Fellow in Evolutionary Biology and Behavior.* Michigan State University.

Daniel Curtis '08, *Edward Poole Lay Fellow in Orchestral Conducting.* Independent study.

Milena Dabova '07, *Roland Wood Fellow in Theater and Dance.* Double Edge Theatre/Independent study.

Catherine Kimball Davis '03, *Amherst Memorial Fellow in Fine Art.* California State University, Long Beach.

Nicholas Doty '06, *Amherst Memorial Fellow in Information Science.* University of California School of Information, Berkeley

Matthew W. Dougherty '08, *George Stebbins Moses Memorial Fellow in Religion, Ethics, and Politics.* Harvard Divinity School.

Katharine Keith Duncan '06, *Forris Jewett Moore Fellow in Organic Chemistry.* The Scripps Research Institute.

Meltem Duran '05, *Forris Jewett Moore Fellow in Wind Energy (Mechanical Engineering/Physics).* University of Massachusetts, Amherst.

Stephanie Dae Radha Edwards '03, *Amherst Memorial Fellow in Clinical Psychology.* Florida School of Professional Psychology at Argosy University, Tampa.

Daphne Elivert '06, *Amherst Memorial Fellow in Medicine.* Albert Einstein College of Medicine.

Timothy Eriksen '88, *Edward Poole Lay Fellow in Ethnomusicology.* Wesleyan University.

Joel Estrada '00, *Charles B. Rugg Fellow in Law.* Loyola Law School.

Gabrielle Ferrer '05, *Amherst Memorial Fellow in Printmaking.* California State University, Long Beach.

Alissa Figueroa '06, *Amherst Memorial Fellow in Journalism.* University of California, Berkeley.

Ashley Jolie Laura Finigan '08, *Forris Jewett Moore Fellow in African American Studies.* Columbia University Graduate School of Arts and Sciences.

Octavia Daniela Foarta '09, *Rufus B. Kellogg University Fellow in Economics.* Massachusetts Institute of Technology.

Shahinde Frederick '06, *John Woodruff Simpson Fellow in Veterinary Medicine.* University of Pennsylvania School of Veterinary Medicine.

Marcella Frydman '03, *Amherst Memorial Fellow in English.* Harvard University.

Donatella Galella '09, *Roland Wood Fellow in Theater.* Graduate Center of the City University of New York.

Eduardo Garcia '07, *Seth E. Frank '55 Fellow in International Relations.* Fletcher School of Law and Diplomacy, Tufts University.

Timnet Gedar '08, *Amherst Memorial Fellow in Development Studies.* University College, London.

Michael Goldsticker '09, *John Woodruff Simpson Fellow in Law.* Duke University School of Law.

Lauren Elizabeth Grattan '07, *John Woodruff Simpson Fellow in Neuroscience.* New York University.

Nora Gray '05, *Forris Jewett Moore Fellow in Molecular and Biochemical Nutrition.* University of California, Berkeley.

Ethan Frederick Greene '04, *Edward Poole Lay Fellow in Music Composition.* The University of Texas, Austin.

Keinan Greene '09E, *Sterling P. Lamprecht Fellow in Philosophy.* Princeton University.

Tatiana Grigorenko '03, *Edward Poole Lay Fellow in Film/Photography.* Yale University School of Art.

Andrea Gyorody '07, *Amherst Memorial Fellow in Art History.* University of California, Los Angeles.

Noel Guangwon Hahn '07, *John Woodruff Simpson Fellow in Entomology.* Michigan State University.

Yasmine Lorraine Harik '09, *John Woodruff Simpson Fellow in International Business Law.* School not known.

Amy Henes '04, *Amherst Memorial Fellow in Public Health.* University of North Carolina, Gillings School of Public Health.

Natashia D. Hines '07, *John Woodruff Simpson Fellow in Law.* Stetson University College of Law.

Tiffani Sharlene Hooper '06, *Edward Poole Lay Fellow in Multimedia/Photography.* Yale University School of Art.

David Vinet Imbert '06E, *Evan Carroll Commager Fellow in Environmental Change and Management.* University of Oxford.

Noah Jacobsen Isserman '07, *Evan Carroll Commager Fellow in Economic Geography.* University of Cambridge.

Anthony Abraham Jack '07, *Amherst Memorial Fellow in Sociology.* Harvard University.

Mingham Ji '09, *John Woodruff Simpson Fellow in Law.* University of Chicago.

Rebecca Johnson '03, *Forris Jewett Moore Fellow in Medieval History.* Princeton University.

Nicholas Hedemann Juul '05, *John Woodruff Simpson Fellow in Medicine.* Columbia University College of Physicians and Surgeons.

Marina Kantarovich '07, *Amherst Memorial Fellow in Clinical Social Work.* Smith College School for Social Work.

Caitlin D. Kekacs '07, *Charles B. Rugg Fellow in Law.* Harvard Law School.

Andrew Zadok Kelsey III '06, *Roland Wood Fellow in Acting.* Yale School of Drama.

Meghan Kemp-Gee '07, *Amherst Memorial Fellow in English Literature.* University of California, Los Angeles.

Naomi E. Kirk-Lawlor '05, *John Mason Clarke Fellow in Geological Sciences.* Cornell University.

Natalya Kitchin-Rampersadsingh '09, *Amherst Memorial Fellow in French.* Middlebury College Graduate Language School.

Stacy Melissa Kitsis '01, *Amherst Memorial Fellow in Library Science.* University of Maryland.

Nadav Klein '07, *Amherst Memorial Fellow in Organizational Behavior.* University of Chicago, Booth School of Business.

Narae Ko '06, *John Woodruff Simpson Fellow in Medicine.* Yale University School of Medicine.

Jane Koh '00, *Amherst Memorial Fellow in Creative Writing.* University of Houston.

Elizabeth Kuperberg '07, *Lloyd I. Rosenblum Fellow in Ecology and Evolutionary Biology.* Cornell University.

Rachel Landman '07, *John Mason Clarke Fellow in Geology.* University of Colorado, Boulder.

Christian A. Larsen '00, *Amherst Memorial Fellow in History of Decorative Arts, Design, and Culture.* Bard Graduate Center.

Ellen Leffler '06, *John Woodruff Simpson Fellow in Human Genetics.* University of Chicago.

Joshua Eric Levenson '07, *John Woodruff Simpson Fellow in Medicine.* University of Pittsburgh School of Medicine.

Adam Korrick Lewkowitz '06, *John Woodruff Simpson Fellow in Medicine.* Mount Sinai School of Medicine.

Michelle A. Liguori '06, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Bonnie Elizabeth Lin '08E, *George Stebbins Moses Fellow in Divinity.* Princeton Theological Seminary.

Jamie Kristine Ling '09, *John Woodruff Simpson Fellow in Law.* George Washington University Law School.

Pamela Yan Liu '08, *John Woodruff Simpson Fellow in Dentistry.* University of Pennsylvania Dental School.

Alexander Reilly Maass '06, *George Stebbins Moses Fellow in Middle Eastern Studies.* Georgetown University.

Timmy Mak '02, *Amherst Memorial Fellow in Business.* Carnegie Mellon University, Tepper School of Business.

Bilal Ahsan Malik '01, *Benjamin Goodall Symon Fellow in Religious Studies/Education.* Harvard University.

Erin Mariano '06, *John Woodruff Simpson Fellow in Law.* University of California, Davis School of Law.

Tarja Martikainen '05, *Roland Wood Fellow in Costume Design.* New York University, Tisch School of the Arts.

Matthew R. Mascioli '07, *George Stebbins Moses Fellow in Divinity.* Gordon-Conwell Theological Seminary.

Patrick J. McGrath '07, *Amherst Memorial Fellow in English.* University of Illinois, Urbana-Champaign.

Anna Catherine Meyendorff '09, *John Woodruff Simpson Fellow in Medicine.* University of Vermont College of Medicine.

Cameron Millard '05, *John Mason Clarke Fellow in Environmental Leadership.* Naropa University.

Mollie Arhart Monnig '04, *Amherst Memorial Fellow in Clinical Psychology.* University of New Mexico, Albuquerque.

Richard J. Morrisroe '97, *Charles B. Rugg Fellow in Law.* University at Buffalo Law School, State University of New York.

Laura Mortimer '08, *Forris Jewett Moore Fellow in Educational Psychology/Philosophy.* University of Colorado, Denver.

Holly Elizabeth Myers '05, *Edward Poole Lay Fellow in Slavic Culture and Music.* University of Virginia.

Marshall E. Nannes '09, *George A. Plimpton Fellow in Middle Eastern Studies.* Harvard University.

Zeina Salim Nasr '06, *Edward Poole Lay Fellow in Music.* Mills College.

Owen Kelly Neill '07, *John Mason Clarke Fellow in Volcanology.* University of Hawaii, Manoa.

Plamen Toshkov Nenov '07, *Roswell Dwight Hitchcock Fellow in Economics.* Massachusetts Institute of Technology.

Alisa Neymark '05, *John Woodruff Simpson Fellow in Public Health and Dentistry.* University of New York, Stony Brook.

Michael Beach Nichols '02, *Roland Wood Fellow in Documentary Film Production.* Independent study.

Todd L. Nichols '99, *Evan Carroll Commager Fellow in International Relations.* University of Cambridge.

Paul Edward Nielsen '09, *Rufus B. Kellogg Fellow and Seth E. Frank '55 Fellow in International Relations.* School not known.

Anna Maria Niemczyc-Antoniak '05, *Amherst Memorial Fellow in International Education.* New York University.

Douglas Norton '05, *Forris Jewett Moore Fellow in Philosophy of Science/Economics.* Yale University.

Laura Jennifer Ostapenko '02, *John Woodruff Simpson Fellow in Medicine.* Dartmouth Medical School.

David Miller Pechman '08, *John Woodruff Simpson Fellow in Medicine.* University of Miami, Miller School of Medicine.

Ryan Alexander Peeks '09, *Forris Jewett Moore Fellow in History.* University of North Carolina, Chapel Hill.

Andrew Pirie '01 *Amherst Memorial Fellow in Landscape Architecture.* University of Pennsylvania.

Ana Vladimirova Popovska '08, *Amherst Memorial Fellow in Psychology.* University of Maryland.

Tadeusz Janusz Pudlik '09, *Roswell Dwight Hitchcock Fellow and Amherst Memorial Fellow in Social Science.* California Institute of Technology.

Edward Fortunato Ramos '08, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Claire A. Rann '09, *Forris Jewett Moore Fellow and Henry P. Field Fellow in Iranian Studies.* The Institute for Iranian Studies, University of St. Andrews.

Christine Kelly Rauscher '06, *John Woodruff Simpson Fellow in Medicine.* University of Pittsburgh School of Medicine.

Paul Michael Reschke '04, *Forris Jewett Moore Fellow in Mathematics/Physics.* University of Illinois, Chicago.

Kelly Mee Rich '08, *Amherst Memorial Fellow and Henry P. Field Fellow in English Literature.* University of Pennsylvania.

Alex Warner Rodriguez '07, *Edward Poole Lay Fellow in Jazz History and Research.* Rutgers University.

Jessica Ilana Rothschild '06, *John Woodruff Simpson Fellow in Law.* School not known.

Indrani Saran '05, *Seth E. Frank '55 Fellow in International Relations.* Yale University.

Laura A. Schuyler '05, *John Woodruff Simpson Fellow in Law.* University of Virginia School of Law.

Caitlin Elizabeth Shaw '07, *George Stebbins Moses Fellow in Theology.* Harvard Divinity School.

Kathryn Cushing Shaw '05, *John Woodruff Simpson Fellow in Zoology/Animal Behavior.* Michigan State University.

Lucy Ludwig Sheehan '08, *Amherst Memorial Fellow in English Literature.* Columbia University.

Megan Shields Formato '03E, *Forris Jewett Moore Fellow in History of Science.* Harvard University.

Barbara Sieck '05, *Amherst Memorial Fellow in Counseling Psychology.* University of Iowa.

Randall David Souza '05, *John Mason Clarke Fellow in Archaeology.* University of California, Berkeley.

Lauren Sozio '04, *Evan Carroll Commager Fellow in Global Media and Communications.* London School of Economics.

Xavier Blake Sparrow '04, *John Woodruff Simpson Fellow in Law.* Howard University School of Law.

Joshua Michael Zaslow Stanton '08, *George Stebbins Moses Fellow in Rabbinical Studies.* Hebrew Union College, Jewish Institute of Religion.

Bogdan State '09, *Rufus B. Kellogg University Fellow in Sociology.* Stanford University.

Mahesha Padmanabhan Subbaraman '06, *John Woodruff Simpson Fellow in Law.* University of Minnesota Law School.

Chantae S. Sullivan '07, *John Woodruff Simpson Fellow in Medicine.* Yale University School of Medicine.

Lidya Tarhan '08, *John Mason Clarke Fellow in Paleontology and Geology.* University of California, Riverside.

Emil Marinov Temnyalov '09, *Roswell Dwight Hitchcock Fellow and C. Scott Porter Memorial Fellow in Economics.* Northwestern University.

Alice Tsay '08, *Evan Carroll Commager Fellow in English Literature.* Oxford University.

Alexander Sebastian MacDonald Urquhart '08, *John Mason Clarke Fellow in Geology—Carbon Sequestration.* The Jackson School of Geosciences at the University of Texas, Austin.

Matthew William Vanneman '06, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Phuong T. Vuong '09, *Amherst Memorial Fellow in Education.* Mills College.

Alison E. Wahl '08, *Roland Wood Fellow in Voice Performance and Literature.* Northwestern University Bienen School of Music.

Xiaoyu Wang '06, *Forris Jewett Moore Fellow in Political Theory/Philosophy.* University of California, Berkeley.

Benjamin Brenner Wieder '04, *Amherst Memorial Fellow in Journalism.* Missouri School of Journalism, University of Missouri, Columbia.

Kathryn Wilson '06, *Amherst Memorial Fellow in Classics.* University of Pennsylvania.

Laureen Alicia Wilson '09, *John Woodruff Simpson Fellow in Cultural Resources Management.* West Virginia University.

Austin Vincent Yim '08, *Evan Carroll Commager Fellow in Mathematics and Logic.* University of Oxford.

Iris Ying '06, *John Woodruff Simpson Fellow in Law.* University of California School of Law, Berkeley.

Bo Zheng '99, *Edward Poole Lay Fellow in Visual and Cultural Studies.* University of Rochester.

NATIONAL FELLOW AND SCHOLARS

Martin Aguilera '09, *Fulbright,* Portugal

Sarah Bass '06, *Fulbright,* Trinidad and Tobago

Raj Borsellino '09E, *Fulbright Teaching Assistantship,* Indonesia

Conor Clarke '08, *Marshall Scholar*

Jesse Corradi '08, *Fulbright Teaching Assistantship,* Hong Kong

Emma Fink '11, *Goldwater Scholar*

Leigh Harris '10, *Goldwater Scholar*

Suzanne Hulick '09, *Fulbright Teaching Assistantship,* Germany

Calista McRae '09, *Watson Fellow*

Kelly Rich '08, *Fulbright Teaching Assistantship,* South Korea

Jennifer Suh '09E, *Fulbright Teaching Assistantship,* South Korea

Andrew Werner '10, *Beinecke Scholar*

AMHERST-DOSHISHA FELLOW

Miranda Hannasch '09, Doshisha University, Kyoto

Prizes and Awards

AMERICAN STUDIES

The Doshisha American Studies Prize, a gift from Amherst House, Doshisha University, is awarded for the American studies honors thesis judged by the Department of American Studies as most likely to stimulate interest in and understanding of America overseas, with a view toward possible publication in Japan.
Not Awarded 2008-09.

The George Rogers Taylor Prize is awarded to the student who, in the opinion of the American Studies Department, shows the most promise for creative and scholarly work in American Studies.
Meaghan McNear Stern '09.

ANTHROPOLOGY/SOCIOLOGY

The Donald S. Pitkin Prize in Anthropology-Sociology, established in honor of the founder of that department on the occasion of his retirement, is given to that student whose honors thesis best exemplifies the humane values to which Professor Pitkin committed his research and teaching.
Divided between Rebecca Sage Oyen '09 and Bogdan State '09.

ART AND THE HISTORY OF ART

The Hasse Prize, established in memory of Adrian H. Hasse '43, is awarded for the best submitted work having a human figure as a theme.
Malia Claire Chan '09.

The Anna Baker Heap Prize, established by Arnold N. Heap of the Class of 1873, is awarded to that senior who submits the best essay in the field of "Art."
Sara Ruth Softness '09.

The Athanasios Demetrios Skouras Prize, given in memory of Mr. Skouras of the Class of 1936, who died in 1943 in Athens as a result of Nazi reprisal killings, is awarded to a student who, in the opinion of the Fine Arts Department, has created an outstanding work of art.
Taylor William Comstock Brown '09.

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize from the income of a gift from Amherst House, Doshisha University, is awarded for the best undergraduate honors thesis pertaining to Asia.
Not Awarded 2008-09.

ASTRONOMY

The Porter Prize, established by the late Eleazer Porter of Hadley, is awarded for proficiency in first-year astronomy.
Yordanka Aleksandrova Kovacheva '12.

ATHLETICS

The Manstein Family Award, given by Carl '72, Mark '74 and Joanne Manstein '83, is presented to the outstanding senior varsity athlete who has been accepted to medical school and plans a career in medicine. The prize is awarded by the Department of Physical Education.

Jerome Vincent Giovinazzo '09.

BIOLOGY

The James R. Elster Award for research in biology was created in memory of James R. Elster '71 by his parents, Dr. and Mrs. Samuel K. Elster. This fund has been established for the purpose of providing support in the summer months for a research project to be undertaken by an undergraduate in the Department of Biology.

Shaylon Blair Stolk '10.

The Sawyer Prize is awarded to that second-semester sophomore who, in the opinion of the Biology Department, has shown the most promise as a student of biology.

Divided between Emma Catherine Fink '11 and Ambika Kamath '11.

The Oscar E. Schotté Award is given to that member of the graduating class who, in the opinion of the department, has done the best independent work in biology.

Divided between John Samuel Barbieri '09 and Julian Damashek '09.

The Oscar E. Schotté Scholarship Prize is awarded to a member of the junior or senior class majoring in science to enable completion of a special project during the summer.

Julian Damashek '09.

The William C. Young Prize, established in memory of William C. Young '21, is awarded to a talented student from the Biology Department to undertake a summer course, a specialized program at an advanced school or institute, a summer field program or research at a specialized laboratory.

Richard Felix Horns '11.

BIOLOGY AND GEOLOGY

The Harvey Blodgett Scholarship, established by Frederick H. Blodgett in memory of his grandfather, Harvey Blodgett of the Class of 1829, is awarded to aid student work in biology and geology in their educational phases as distinct from their more technical and strictly scientific phases.

combined with

The Phi Delta Theta Scholarship, established by the Phi Delta Theta Fraternity, is awarded as a scholarship at the Woods Hole Marine Laboratory to a student for proficiency in biology.

Divided between Benjamin Zachary Klein '10 and Thomas R. Sibley '10.

BLACK STUDIES

The Edward Jones Prize is given in honor of the College's first black alumnus. It is awarded by the Black Studies Department to a graduating senior for the best honors thesis which addresses a present or future issue of concern to black people in Africa and the Diaspora.

Divided between Jenny Diane Mancino '09 and Phuong Thao Vuong '09.

CHEMISTRY

The David R. Belevetz '54 Memorial Fund Award in Chemistry was established by family and friends of David R. Belevetz and is awarded to support the work of an Amherst student engaged in preparing a senior honors thesis, as determined by the Chemistry Department Faculty.

Alexandra Leigh Chang-Graham '10.

The Howard Waters Doughty Prize is awarded to that member of the senior class who, in the opinion of the Chemistry Department, has prepared the best honors thesis.

Stacey Michelle Frumm '09.

The Frank Fowler Dow Prizes, established by Fayette B. Dow in memory of his father, are awarded to a senior preparing to enter medical school and whose undergraduate work indicates a career of distinction in medicine.

John Samuel Barbieri '09.

The Everett H. Pryde Research Award is presented annually to a senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.

Evelyn Auyeung '09.

The White Prize is awarded by the Chemistry Department to that chemistry major in the junior class who seems most likely to benefit from a summer's research experience at Amherst. It consists of a summer fellowship.

Divided between Aaron Thomas Bozzi '10 and Leigh Kathleen Harris '10.

CLASSICS

The Anthony and Anastasia Nicolaides Award, established by Cleanthes Anthony Nicolaides '68 in honor of his parents and in testimony of their belief in the goodness of science, is awarded to the senior who presents the best thesis on the topic of Greek science and mathematics from Homeric times to 1453 A.D.

Not Awarded 2008-09.

COMPUTER CENTER

The Computer Center Prize is awarded for outstanding contributions in the application of the computer to a broad range of academic disciplines, and for generous help to many students and faculty at the Computer Center.

Not Awarded 2008-09.

COMPUTER SCIENCE

The Computer Science Prize is awarded to a senior who has completed an honors thesis and who, in the opinion of the Department of Mathematics and Computer Science, has achieved the best performance in the study of computer science. The award is based on the thesis and overall achievement in computer science.

Not Awarded 2008-09.

ECONOMICS

The Bernstein Prize, funded by a gift from the Bernstein family in honor of the work their son, Jeffrey '91, did at Amherst College, is awarded to the senior who has done particularly outstanding honors work in economics.
Octavia Daniela Foarta '09.

The Economics Department Junior Class Prize, awarded to that member of the junior class who, in the opinion of the Economics Department, has achieved a record of excellence in the study of economics at Amherst College.
Divided between Hun An Kim '10E and Matthew Salem Stolper '10.

The Hamilton Prize, established by his former students in memory of Professor Walton Hale Hamilton, distinguished member of the Department of Economics from 1915 to 1923, is awarded to that student other than a senior who ranks highest in the introductory economics course.
Divided between Lennard Kovacs '12 and Karen Nyawera '11.

The James R. Nelson Memorial Award and The James R. Nelson Prize were established from the income of a fund established by former students, colleagues and friends to encourage and recognize the scholarly and humane qualities that Professor Nelson exemplified and sought to foster in his students.

The James R. Nelson Memorial Award is presented to that senior who, in the opinion of the Economics Department, has achieved excellence in the study of economics while pursuing a broad liberal education.
Octavia Daniela Foarta '09.

The James R. Nelson Prize is awarded to the senior who, in the opinion of the Economics Department, has written a distinguished honors thesis that applies economic analysis to an important question of public policy.
Divided between Gautam Nandu Kalani '09 and Graham James McKee '09.

ENGLISH

The Academy of American Poets Prize is awarded annually for the best poem or group of poems, preferably on nature, submitted by an undergraduate.
Rachel Sarabea Edelman '09.

The Armstrong Prize, established in part by Collin Armstrong of the Class of 1877 in memory of his mother, Miriam Collin Armstrong, is awarded to members of the freshman class who excel in composition.
Not Awarded 2008-09.

The Collin Armstrong Poetry Prize, established in part by Mrs. Elizabeth H. Armstrong, is awarded to the undergraduate author of the best original poem or group of poems.
Catherine Lee Champion '09.

The Elizabeth Bruss Prize is presented to that senior English major who in the judgment of the English Department best represents those qualities of breadth and imagination exemplified by Elizabeth Bruss.
Isabel Ana Duarte-Gray '09.

The Corbin Prize, established by the estate of William Lee Corbin of the Class of 1896, is awarded for an outstanding original composition in the form of poetry or an informal essay.
Andrew Tobin Zolot '11.

The G. Armour Craig Award for Prose Composition is awarded to that junior or senior who writes the best autobiographical essay on an experience of intellectual discovery.

Ana Claire Brenner '09.

The Peter Burnett Howe Prize for excellence in prose fiction was established by a gift from Robert B. Howe '30 in memory of his son Peter Burnett Howe '60.

Divided between Anna Claire Brenner '09 and Benjamin Aaron Goldfarb '09.

The Rolfe Humphries Poetry Prize is presented to that senior who has achieved the greatest sense of poetic form in his or her undergraduate writing. The award is made on the basis of three submissions to the English Department in the applicant's senior year and may include writing produced during the undergraduate years.

Zoe Leah Fenson '09.

The Harry Richmond Hunter Jr. Prize, established in memory of Harry Richmond Hunter Jr. '29 by his parents, is awarded to that member of the sophomore class who presents the best essay on a topic approved by the English Department.

Divided between Cara Jacqueline Giaimo '11 and Michiko Annette Theurer '11.

The James Charlton Knox Prize was established by the friends of Jim Knox '70 to honor his memory and recognize his abiding interest in English literature. It is given to the outstanding English student who demonstrates the greatest integration of scholarship, interest and creativity in the study of English.

Margaret Anne Whittenberger '10.

The MacArthur-Leithauser Travel Award, from the income of a gift by the MacArthur Foundation to the College in 1985 at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85, is given annually by the English Department to a sophomore or junior of creative promise who might most benefit from exposure to a foreign landscape, for the purpose of enabling the student to travel outside the continental United States.

Robyn Honi Bahr '10.

The Ralph Waldo Rice Prize, established by Mrs. Mary Rice Jenkins in memory of her brother of the Class of 1910, is awarded for the best essay on "The Liberal College and Christian Citizenship" or any subject named by the faculty.

Divided among Jeffrey Scott Blevins '09, Nary Kim '09, and Jessica Lee Rhoades '09.

The Laura Ayres Snyder Poetry Prize, endowed by a gift from Jeffrey F. Snyder '60 in honor of his daughter, Laura Ayres Snyder '89, is awarded to a member of the junior class and is intended to subsidize a student-poet during the summer between his or her junior and senior years. The judges of the prize are one faculty member each from the Departments of English, Philosophy, and Physics in even numbered years and English, History, and Biology in odd numbered years.

Samantha Ashley Ostrowski '10.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36 for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.

Mingham Ji '09.

FINE ARTS

The Associates of Fine Arts of Amherst College Summer Fellowships in the History of Art and in the Practice of Art are intended to encourage and support proposals for programs of summer study in fine arts. Students may propose participation in an established summer program or may present proposals for individual study without restriction as to state or country. Proposals are invited from any fine arts major with at least one semester left at Amherst after the completion of the fellowship.

Mead Art Museum/Department of Art and the History of Art Fellowship in the History of Art: Alexandria Colombina Valera '10.
The Associates of Fine Arts Fellowships in the Practice of Art: Henry Oscar Bedford '11, Porsche Janae Dames '12, and Ashley Marie Hogan '12.

The Wise Fine Arts Award is presented annually in the spring to a student in the College for distinction in the completion of an original work or works of art and the purchase thereof. The prize-winning work of art will become the property of the Trustees of Amherst College.

William Richard Taylor '09.

FRENCH

The Jeffrey J. Carre Award, established in 1983 by his family, friends, professional colleagues and students, is presented to a sophomore or junior who has demonstrated excellence in the French language. The prize is to be used toward travel in France during the summer following the award.

Divided between Samantha Marie Presnal '11 and Daniel Yitzchak Silverman '11.

The Frederick King Turgeon Prize in French Literature was established by former students of Professor Turgeon upon the occasion of his retirement. It is used for the award of a book to the student who has done particularly distinguished work in French during the year.

Divided between Timothy James Deary '09 and Emily Greenough Wright '09.

GEOLOGY

The Richard M. Foose Scholarship Prize, established by alumni and friends to honor Professor Richard M. Foose at the time of his retirement after 23 years of service to Amherst College, is awarded annually to a student or students on the recommendation of the Department of Geology, to support summer field/research in geology.

Divided between Sarah Jean Farron '10 and Thomas R. Sibley '10.

The Walter F. Pond Prize, established in honor of Walter Pond '07, is awarded to the senior who has submitted the best honors thesis in geology.

John Linden Neff '09.

The David F. Quinn Memorial Award is awarded in memory of David Quinn '80 to an outstanding senior who, during his or her undergraduate career, has made a positive contribution to geology at Amherst through character, leadership, enthusiasm, and participation in departmental activities.

Conor McDowell '09.

The Belt-Brophy Prize is awarded to that student at the end of the junior year who, in the judgment of the staff of the Department of Geology, has shown the greatest promise for success as a geologist. The prize consists of a Brunton compass with field case, the most versatile field tool of the geologist.

Divided among Allan Henry Lerner '10, Benjamin Zachary Klein '10, and Samuel Edward Miller '10.

GERMAN

The Consulate General Prize for Academic Achievement in German Literature, made available by the Consulate General of the Federal Republic of Germany in Boston, is awarded to that student who, in the judgment of the Department of German, has written the best paper as part of a German course.

Suzanne Emily Hulick '09.

The Consulate General Prize for German Studies is made available by the Consulate General of the Federal Republic of Germany in Boston. It is awarded to that junior or senior who, in the judgment of the Department of German, has made a superior contribution to any aspect of German studies.

Antonina Lucia Sanchez '09.

GREEK

The William C. Collar Prize, established by William C. Collar of the Class of 1859, is awarded to the member of the freshman class who has made on a written examination the best version in English of a previously unseen page from some Greek author.

Divided between Leah Rebecca Fine '12 and Caroline Antonia Medina '12.

The Hutchins Prize, established by Waldo Hutchins of the Class of 1842, is awarded to a senior for excellence in Greek.

Divided between Carolyn Honoria Kendall '09E and Joanna Lucy Rifkin '09.

HISTORY

The Asa J. Davis Prize is awarded to a student who has demonstrated outstanding achievement in the study of the History of Africa and the Black Diaspora and whose work best reflects the comprehensive interest of Asa Davis in historical and cultural contacts between Africa, the Old World and the Americas.

Divided between Erin Alexandra Sullivan '09 and Yuepeng Zheng '09.

The Alfred F. Havighurst Prize, intended for the purchase of books, is awarded to that major in the Department of History who has in four years at Amherst best fulfilled the standards of excellence and humane scholarship exemplified by Professor Havighurst during his teaching career at Amherst College.

Divided between Michael Daniel Neff '09 and Emily Greenough Wright '09.

JOURNALISM

The Samuel Bowles Prize, established by Samuel Bowles King '02 to stimulate interest in journalism as a career, is awarded to a student who has demonstrated proficiency in journalism.

Not Awarded 2008-09.

LATIN

The Bertram Prize, established by John Bertram of Salem, is awarded to the student who, together with attaining a high average in the Latin courses of the senior year, present the best essays connected with these courses.

Joanna Lucy Rifkin '09.

The Billings Prizes were established by Frederick Billings in memory of Parmly Billings of the Class of 1884. Two prizes are awarded for general excellence in the Latin courses of the sophomore year, together with the best essays on special topics connected with the authors read in that year.

Sophomore First and Second combined and divided among Caroline Mary Burke '11, Max Kaisler '11 and Charles Justin Sheng '11.

The Crowell Prizes were established in memory of Edward Payson Crowell of the Class of 1853. Two prizes are awarded—one for the highest scholarship in freshman Latin courses and the other to the students who, together with attaining a high average in the Latin courses of the junior year, present the best essays on some approved topic connected with the junior Latin course.

Freshman First: Rachel Kaye Brickman '12.
Freshman Second: Peter Burns Theiss '12.
Junior First: Sharon Yoojin Kim '10.
Junior Second: Ryan Andrew Milov '10.

The Dr. Ernest D. Daniels Latin Prize, established in honor of Dr. Daniels of the Class of 1890, is awarded to the graduating senior who has submitted the best honors thesis on a Latin subject.

Not Awarded 2008-09.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize honors the memory of Robert Cover, a distinguished legal scholar whose work inspired the humanistic conception of law in the liberal arts embodied in Amherst's Department of Law, Jurisprudence and Social Thought. It is given annually to a graduating senior for distinguished achievement in that major.

Tovah Anna Acherman '09.

LIBRARY

The Frederick S. Lane '36 Prizes (formerly known as Friends of Amherst College Library Prizes) for Student Book Collections are awarded to the entrants in the Student Book Collection Competition who demonstrate strong interests in book collecting and who present good, beginning collections.

First: Miranda Claire Marraccini '12.
Second: Jonathan Ross Salik '09.
Third: Karl Teo Molin III '11.

The Frederick S. Lane '36 Prize for Excellence in Book Collecting (formerly known as the M. Abbott Van Nostrand Prize for Excellence in Book Collecting) is awarded by the Friends of Amherst College Library to the entrant in the Student Book Collecting Competition who demonstrates considerable experience, knowledge, and ability in the field of book collecting.

Not Awarded 2008-09.

MATHEMATICS

The Robert H. Breusch Prize is awarded to the senior who, in the opinion of the faculty in mathematics, has presented the best honors thesis in mathematics.

Stephen Odour Oloo '09.

The Walker Prizes were established by William J. Walker of Newport, Rhode Island. Two prizes are awarded for proficiency in mathematics of the first year and two prizes for proficiency in mathematics of the second year. In each case the award is determined by an examination.

Freshman First and Second combined and divided between Wenying Hu '12 and Yordanka Aleksandrova Kovacheva '12.
Sophomore First: John Frederick Ware '11.
Sophomore Second: Ambika Kamath '11.

MUSIC

The Sylvia and Irving Lerner Piano Prize is awarded to that student who has demonstrated the greatest skill and musicianship as a pianist.

Divided among Suzanne Emily Hulick '09, Marshall Everett Nannes '09, Jonathan Ross Salik '09, Scott March Smith '09, and Ayyappan Venkatraman '09.

The Mishkin Prize, established by the Friends of Music, is awarded in memory of Professor Henry G. Mishkin to that senior selected by the Department of Music who produces the best thesis on a critical or musical topic.

Divided between Rachel Bea Ojserkis '09 and Emily Joy Sullivan '09.

The Lincoln Lowell Russell Prize, established by J. W. Russell Jr. of the Class of 1899 in memory of his son, is awarded to the seniors who have done most to foster the singing spirit at Amherst.

Divided among Isabel Ana Duarte-Gray '09, Marshall Everett Nannes '09, Emily Joy Sullivan '09, and Benjamin James Vincent '09.

The Eric Edward Sundquist Prize, established in memory of Mr. Sundquist of the Class of 1936, is awarded to that senior who has demonstrated excellence in musical composition and performance.

Divided between David Harrison Marenberg '09 and Kyle Ilyse Boatwright '09.

NEUROSCIENCE

The James Olds Memorial Neuroscience Award, established by the Swerdlow Family Foundation in recognition of the contributions made to the neurosciences by Dr. Olds of the Class of 1947, is presented to the student whose research in the neurosciences is judged, by the faculty of the Neuroscience Program, to be of highest quality.

Divided between Tomas Kiselak '09 and Maria Isabella Love Rosasco '09.

PHILOSOPHY

The Gail Kennedy Memorial Prize is awarded to a senior major in Philosophy in recognition of a distinguished honors essay.

David Anton Johnson '09E.

PHYSICS

The Bassett Physics Prizes were established by Preston Rogers Bassett '13. Two prizes may be awarded each year to those students who have distinguished themselves by the excellence and maturity of their performance in the class and laboratory work of the first course in Physics.

First: Aftaab Dewan '12.
Second: Divided between Sooyoung Lin '12 and Rohan Mazumdar '12.

The William Warren Stifler Prize, established by Professor Stifler, is awarded to a senior who has majored in physics and especially excelled in the course on electricity and magnetism.

Divided between Jeffrey Aaron Grover '09 and Melissa Root Moulton '09.

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science is given annually in memory of Mr. Collins, of the Class of 1940, for the best honors thesis in political science.

Divided among Michael Edward Connolly '09, Samuel Hodgson Grausz '09, and Zachary James Rosenfeld '09.

PSYCHOLOGY

The Haskell R. Coplin Memorial Award, established in memory of Mr. Coplin, Professor of Psychology, recognizes that member of the graduating class who, in the opinion of the Psychology Department, displays the scholarly and humane qualities that best exemplify Professor Coplin. The prize is to a senior who has shown distinguished work in psychology classes and in an honors thesis, and who has contributed to the life of the department.

Laurel Elizabeth LaMontagne '09.

PUBLIC SPEAKING

The Bancroft Prizes, established by Frederic Bancroft of the Class of 1882, are awarded to the two seniors who produce the best orations. Both composition and delivery are considered.

First: Claire Antoinette Rann '09.
Second: Samuel Newland Rudman '09.

The Gilbert Prize, established by William O. Gilbert of the Class of 1890, is awarded to a member of the junior class who produces the best oration. Both composition and delivery are considered in making the award.

Aaron Edgar Nathan '10.

The Hardy Prizes, established by Alpheus Hardy of Boston, are awarded for excellence in extemporaneous speaking.

First: Yinian Zhou '10.
Second: Samuel Newland Rudman '09.

The Kellogg Prizes, established by Rufus B. Kellogg of the Class of 1858, consist of two prizes that are awarded to members of the sophomore or freshman classes for excellence in declamation.

First: Ophelia Hu '12.
Second: Dong Jung Kim '11.

The Rogers Prize was given by Noah C. Rogers of the Class of 1880 and is awarded for excellence in debate.
Yinian Zhou '10.

RELIGION

The Moseley Prizes, established by Thomas Moseley of Hyde Park, are awarded to seniors for the best essays on a subject approved by the Department of Religion.
First: Margaret Katherine Mattaini '09.
Second: Divided between Derek Kane O'Leary '09 and Timothy Harnsberger Rose '09.

RUSSIAN

The Carol Prize in Russian, given by David James Carol '77 in honor of his parents, Joseph and Roberta, is awarded to the student who has demonstrated the greatest dedication and commitment to Russian.
Isabel Ana Duarte-Gray '09.

The Mikhail Schweitzer Memorial Book Award, established by students, parents and friends in fond memory of Mikhail Schweitzer, survivor of the Soviet Gulag, author, and custodian at Amherst College, for the award of books to the student who, in the judgment of the Russian Department, most shares Misha Schweitzer's love of Russian literature and culture.
Inessa Gelfenboym '09.

SPANISH

The Pedro Grases Prizes for Excellence in Spanish is given by a member of the Class of 1939 to honor a great teacher and cordial scholar. It is awarded each year to that senior who has shown the greatest progress in the ability to read Hispanic literature with insight and to write and speak Spanish with intelligence and humane sensitivity.
Divided between Andrea Elise Hernández '09 and Victoria Luciana Rduch '09.

THEATER AND DANCE

The Raymond Keith Bryant Prize, an annual gift from Robert E. and Ethel M. Bryant in memory of their son of the Class of 1936, is awarded to that student who, in the opinion of the judges, gives the best performance of the year in a Masquers' play.
Lisa Miguel Smith '09.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship from a fund established by Addison Brown of the Class of 1852, is awarded to that senior who, being already on the scholarship list, has attained the highest standing in the studies of the freshman, sophomore and junior years.
Zandra Elene Walton '09.

The Samuel Walley Brown Scholarship, established by Samuel Walley Brown of the Class of 1866, is awarded to that member of the junior class who, in the estimation of the Trustees, ranks highest in his/her class in character, class leadership, scholarship, and athletic ability.

Kirsten Nicole Dier '10.

The Charles W. Cole Scholarship is awarded each year to the undergraduate with an established financial aid need, who, after two years at Amherst, stands highest in the academic rank of the sophomore class. The recipient will be designated "Charles W. Cole Scholar" and will carry the award for the junior and senior years at Amherst.

Sang Hyub Lee '10.

The Charles Hamilton Houston Fellowship is an annual gift awarded to a graduating senior who best personifies a commitment to realizing his or her humane ideals, much in the way Charles Houston '15 devoted his life to the struggle for equal protection under the law for African-Americans in the United States.

Divided between Michelle Lene Sanders '09 and Destry Maria Sibley '09.

The Howard Hill Mossman Trophy, awarded annually to the member of the senior class who has brought, during his/her four years at Amherst, the greatest honor in athletics to the Alma Mater—the word "honor" to be interpreted as relating both to achievement and to sportsmanship.

Jeffrey Walter Landers '09.

The Gordon B. Perry Memorial Award is given to a freshman in good academic standing, whose participation and attitude in freshman athletics and other activities are outstanding.

Stephanie Marie Clegg '09.

The Psi Upsilon Prize was established by the Gamma Chapter of Psi Upsilon in 1941 on the occasion of the centennial anniversary of the founding of the Chapter. The prize is awarded to that member of the graduating class who is considered preeminent in scholarship, leadership, athletics and character.

Alexandra Kathryn Lee '09.

The John Sumner Runnells Memorial, established in memory of John Sumner Runnells of the Class of 1865, is awarded to that member of the junior class who, in the opinion of the Trustees of the College, is preeminent in his/her zeal for knowledge and industry to attain it.

Divided among Robyn Honi Bahr '10, Yasmin Navarro '10, and Ashley Marie Rivera '10.

The Obed Finch Slingerland Memorial Prize is awarded by the Trustees of the College to a member of the senior class, who has shown by his/her own determination and accomplishment the greatest appreciation of and desire for a college education.

Divided between Tasha Latriese Drake '09 and Latisha Ronnette Wilson '09.

The Stonewall Prize, established by David L. Kirp '65 and other alumni, is awarded annually to that student who produces a work of exceptional intellectual or artistic merit pertaining to the gay, lesbian or bisexual experience.

Divided between Tierra Aubrianna Allen '09 and Charles Bradley Tanenbaum '09.

The Woods-Travis Prize, an annual gift in memory of Josiah B. Woods of Enfield and Charles B. Travis of the Class of 1864, is awarded for outstanding excellence in culture and faithfulness to duty as a scholar.

Octavia Daniela Foarta '09.

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 2008)

UNITED STATES

New York	305
Massachusetts	190
California	170
New Jersey	105
Connecticut	97
Illinois	79
Florida	70
Maryland	54
Pennsylvania	54
Texas	50
Minnesota	37
Virginia	34
Washington	27
Ohio	24
Colorado	22
Michigan	21
New Hampshire	21
Maine	16
Oregon	14
Georgia	12
Missouri	12
Vermont	12
Wisconsin	12
North Carolina	9
Iowa	8
Kentucky	8
Alabama	7
District of Columbia	7
New Mexico	7
Hawaii	6
Tennessee	6
Arizona	5
Oklahoma	5
Rhode Island	5
Indiana	4
Louisiana	4
West Virginia	4
Delaware	3
Montana	2
South Carolina	2
Alaska	1
Arkansas	1
Idaho	1
Kansas	1
Mississippi	1
Nebraska	1
Nevada	1
South Dakota	1
Non-resident U.S. Citizens	31
Total	1568

NON-USA

Canada	17
India	8
China	7
Kenya	7
Korea	6
Nigeria	5
Bulgaria	4
Ghana	4
Jamaica	4
South Africa	4
United Kingdom	4
Vietnam	4
Zimbabwe	4
Nepal	3
Venezuela	3
U.S. Virgin Islands	3
Bangladesh	2
Brazil	2
Colombia	2
Germany	2
Guatamala	2
Japan	2
Pakistan	2
Puerto Rico	2
Romania	2
Singapore	2
Turkey	2
Albania	1

Cameroon	1
Estonia	1
Ethiopia	1
France	1
Greece	1
Honduras	1
Liberia	1
Malawi	1
Mauritius	1
Mexico	1
Moldova, Republic of	1
New Zealand	1
Palestine	1
Poland	1
Serbia and Montenegro	1
Slovakia	1
Switzerland	1
Tanzania	1
Trinidad and Tobago	1
Uganda	1
Total	130

SUMMARY OF ENROLLMENT FALL 2008*

Seniors, Class of 2009	420
Juniors, Class of 2010	348
Sophomores, Class of 2011	487
First-Year Students, Class of 2012	441
Total	1696

*Not included are the 94 students who were on leaves of absence away from Amherst as of the first semester, 2008-2009.

Index

Administrative and Professional Officers 29
Admission 51
African Studies Certificate Program 420
Air Force Reserve Officers Training Corps 43
American Studies 90
Anthropology 96
Arabic 134
Army Reserve Officers Training Corps 43
Art and the History of Art 106
Asian Languages and Civilizations 122
Associated Kyoto Program, The 44
Astronomy 141

Bachelor of Arts 71
Biology 145
Black Studies 153
Bruss Seminar 167
Buddhist Studies 423

Calendar, 2009-10 6
Chemistry 167
Chinese 135
Classics 172
Colloquia 176
Computer Science 178
Cooperative Doctor of Philosophy 78
Corporation of the College 8
Course descriptions 81
    American Studies 90
    Anthropology 96
    Arabic 134
    Art and the History of Art 106
    Asian Languages and Civilizations 122
    Astronomy 141
    Biology 145
    Black Studies 153
    Bruss Seminar 167
    Chemistry 167
    Chinese 135
    Classics 172
    Colloquia 176
    Computer Science 178
    Creative Writing 183
    Dance 383
    Economics 184
    English 192
    Environmental Studies 212
    European Studies 216
    Film and Video Arts 225
    First-Year Seminars 81
    Five College Courses 402
    Five College Dance 392
    French 226
    Geology 234
    German 239
    Greek 174
    History 247
    Japanese 137
    Kenan Colloquium 269
    Latin 175
    Latin American Studies 270
    Law, Jurisprudence and Social Thought 270
    Linguistics 289
    Mathematics 289
    Mellon Seminar 295
    Music 296
    Neuroscience 309
    Philosophy 310
    Physical Education 321
    Physics 321
    Pick Colloquia 328
    Political Science 329
    Premedical Studies 346
    Psychology 346
    Religion 355
    Russian 366
    Sociology 101
    Spanish 372
    Teaching 382
    Theater and Dance 383
    Women's and Gender Studies 393
Course requirements 72
Creative Writing 183

Dance 383
Degree Requirements 71
    Bachelor of Arts 71
    Cooperative Doctor of Philosophy 78
    Departmental Majors 74
    Interdisciplinary Majors 75
    Liberal Studies Curriculum 73

  Major Requirement 74
  With Honors 75
Doshisha University 45

Economics 184
Educational leaves 68
Emeriti 10
English 192
Enrollment 468
Environmental Studies 212
European Studies 216
Examinations 68
Exchange Programs and Study Abroad 44

Faculty 10
Fellows 447
Fellowships 443
Field Study 76
Film and Video Arts 225
Financial Aid 56
First-Year Seminars 81
Five College Certificate in African Studies 420
Five College Certificate in Asian/Pacific/American Studies 421
Five College Certificate in Buddhist Studies 423
Five College Certificate in Culture, Health and Science 424
Five College Certificate in International Relations 424
Five College Certificate in Latin American, Caribbean, and Latino Studies 425
Five College Certificate in Logic 426
Five College Certificate in Middle Eastern Studies 427
Five College Certificate in Native American Indian Studies 427
Five College Certificate in Russian, East European and Eurasian Studies 428
Five College Cooperation 42
Five College Courses 77, 402
Five College Dance 392
Folger Shakespeare Library 46
French 226

Geology 234
German 239
Göttingen Exchange 44
Graduate Fellows 38
Greek 174

Harassment 64
History 247
Honors 441
  Degree with 75
  Phi Beta Kappa 441
  Sigma Xi 442

Independent Scholar Program 76
Intellectual Responsibility 63
Interdisciplinary Programs 75
International Relations Certificate Program 424
Interterm 63

Japanese 137

Kenan Colloquium 269

Latin 175
Latin American Studies 270
Law, Jurisprudence and Social Thought 270
Lectureships 439
Liberal Studies Curriculum 73
Linguistics 289

Major Requirements 74
Mathematics 289
Mellon Seminar 295
Middle Eastern Studies 427
Mission of Amherst College 5
Music 296

National Theatre Institute 44
Native American Indian Studies 427
Neuroscience 309

Pass/Fail Option 68
Phi Beta Kappa 441
Philosophy 310
Physical Education 321
Physics 321
Pick Colloquia 328
Political Science 329
Premedical Studies 346
Prizes and awards 456

Professorships and Readerships 433
Psychology 346

Readmission 69
Refund policy 55
Regulations, general 63
Religion 355
Religious Advisors 37
Russian 366

Sexual harassment 65
Sigma Xi 442
Sociology 101
Spanish 372
Study abroad 44

Teaching 382
Theater and Dance 383
Transfer policy 70
Trustees 8
Tuition and fees 54
Twelve College Exchange 44

Voluntary withdrawals 68

Williams College—Mystic Seaport Programs in American Maritime Studies, The 44
Women's and Gender Studies 393

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Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, MA 01730 (781) 271-0022.

Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

AMHERST COLLEGE CATALOG
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